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ABSTRACT

This instructional guide is designed to provide work experience education coordinators with a series of topical items which can be incorporated into the related instruction portion of a high school student's work experience education program. The activities in this instructional guide represent a common core of concepts and understandings essential to the total education of the student; they can be used for individual instruction or in a group instructional setting. A total of 94 instructional activities are included in the guide, organized under a work experience education activity matrix which links learning objectives and developmental processes (knowledges, attitudes, self-awareness, and skills) with the various activities. The activities are grouped in six subject areas: input activities (to provide the instructor with baseline data about the students), career development activities, how to get a job, how to keep a job, how to leave a job, and the economics of worklife (such as paychecks, savings accounts, taxes and establishing credit). For each activity, a rationale is given, and methods, resources, time, the main idea, employer participation and coordinator notes are included. Each of the activities also include content information and student worksheets. Although the guide was developed for use in work experience programs in California, it can be used in any location with a few modifications. (KC)

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Work Experience Education
Instructional Guide

Developed by
California Association of Work Experience Educators

In cooperation with the
Vocational Education Unit
California State Department of Education

CE 031 269

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PREFACE

Under present regulations local vocational agencies authorized to incorporate work experience education into their total secondary educational program must make provisions for instruction which is related to the student's on-the-job experience.

The purpose of this instructional guide is to provide work experience education coordinators with a series of topical items which can be incorporated into the related instruction portion of a student's work experience education program.

During the 1980-81 school year, a group of work experience education educators, in cooperation with representatives of the Vocational Education Unit, developed the framework and supporting instructional guides encompassed in this publication. The activities from this instructional guide may be applied individually or in a group instructional mode. They represent a common core of concepts and understandings essential to the total education of the student.

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WORK EXPERIENCE EDUCATION ACTIVITY MATRIX

ACTIVITY NUMBERS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	40	41	42	43	44
OBJECTIVES																																								
How to Get a Job								X		X	X				X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
How to Keep a Job		X	X	X	X	X	X	X	X	X							X																X			X	X	X	X	X
How to Leave a Job								X		X																													X	
Self-Knowledge		X	X	X	X		X	X			X		X		X	X				X	X	X	X	X		X	X	X	X			X	X	X			X	X		X
Career Preparation		X										X		X											X			X	X											
Career Decision-Making												X	X			X		X																					X	
Economic Awareness																																								
DEVELOPMENTAL LINKAGES Knowledge of																																								
Occupational Information	A	X						X		X	X	X	X	X	X		X	X		X	X	X		X	X	X	X		X	X				X	X					X
Occupational Opportunities	B	X		X				X				X	X	X	X		X					X			X		X	X	X							X				
Laws	C	X	X																				X																	
Related Education and Training	D	X	X			X	X	X		X		X			X		X			X	X			X		X	X	X		X				X						
Related Experiences	E	X	X	X		X	X	X	X		X	X		X						X	X			X			X	X		X				X	X		X			
Industry	F	X	X								X		X												X		X	X		X				X					X	
Profit vs. Loss	G	X	X																																		X	X		X
Health and Safety	H	X	X	X	X																			X									X							
Pay/Wages	I	X	X																						X			X						X						
Employee Benefits/Rights	J		X																						X									X						
Consumer Considerations	K		X																																		X			
Attitudes																																								
Motivation/Ambition	L			X	X			X						X		X	X				X		X							X						X			X	X
Being Responsible	M		X							X						X		X					X													X		X		X
Reliable/Dependable	N		X	X	X											X																				X		X		X
Getting Along with Others	O		X	X	X				X																												X			X
Employee-Customer Relations	P		X	X	X				X																												X			X
Loyalty/Honesty	Q		X	X	X																																	X		X
Initiative	R			X	X				X														X							X	X	X							X	X
Competitive	S		X											X														X			X	X								X
Self-Awareness																																								
Job Satisfaction	T	X		X		X	X	X			X		X	X			X			X	X				X	X	X	X	X	X				X	X	X				X
Life Style	U	X												X	X					X	X					X	X	X	X						X		X			
Confidence	V		X																				X				X	X	X		X									
Aptitudes	W																																							
Abilities	X		X				X								X	X				X	X													X						
Interests	Y		X				X													X	X				X									X					X	
Values	Z							X		X	X				X		X	X		X	X				X									X					X	
Skills																																								
Oral Communications	AA		X	X	X		X																		X		X	X		X		X			X	X	X	X		
Written Communications	BB		X	X	X				X											X	X	X		X		X						X		X	X					
Following Directions	CC		X	X	X				X								X							X												X				X
Productivity	DD		X	X	X																															X	X		X	X
Job Related Skills	EE		X				X				X	X	X				X				X			X	X	X		X		X						X	X	X		X
Rules and Regulations	FF			X	X																												X							
Taxes	GG		X																																					
Finances	HH		X																																					
Decision-Making Skills	II		X	X	X			X				X	X			X	X																X				X		X	
Planning	JJ	X	X	X	X			X						X	X	X	X					X				X			X		X									

WORK EXPERIENCE EDUCATION ACTIVITY MATRIX

ACTIVITY NUMBERS		45	46	47	48	49	50	51	52	53	54	55	60	61	62	63	64	65	70	71	72	73	74	75	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
OBJECTIVES																																								
How to Get a Job														X		X																								
How to Keep a Job		X	X	X	X	X	X	X	X	X	X									X	X	X	X	X					X											
How to Leave a Job														X	X	X					X	X	X	X																
Self-Knowledge																						X	X	X																
Career Preparation																					X													X						
Career Decision-Making														X																										
Economic Awareness																									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
DEVELOPMENTAL LINKAGES Knowledge of																																								
Occupational Information	A						X													X	X					X		X												
Occupational Opportunities	B	X					X									X				X	X								X											
Laws	C																								X		X		X								X	X		
Related Education and Training	D						X			X																							X							
Related Experiences	E						X			X				X						X	X												X							
Industry	F									X										X	X																			
Profit vs. Loss	G		X	X							X												X						X											
Health and Safety	H																							X		X		X	X											
Pay/Wages	I						X				X					X						X			X		X	X	X			X	X	X	X	X	X	X	X	
Employee Benefits/Rights	J						X																		X	X	X	X	X											
Consumer Considerations	K															X									X				X										X	
Attitudes																																								
Motivation/Ambition	L			X																X	X																			
Being Responsible	M	X	X							X				X	X														X	X	X	X	X					X	X	
Reliable/Dependable	N	X	X			X				X	X			X								X																		
Getting Along with Others	O				X			X	X					X	X							X																		
Employee-Customer Relations	P								X	X				X								X	X																	
Loyalty/Honesty	Q							X						X	X																							X		
Initiative	R	X		X	X									X								X							X			X								
Competitive	S																			X	X																			
Self-Awareness																																								
Job Satisfaction	T									X										X			X																X	
Life Style	U																												X	X	X	X	X	X	X					
Confidence	V																			X			X																X	
Aptitudes	W																																							
Abilities	X																																							
Interests	Y																																							
Values	Z		X					X																																
Skills																																								
Oral Communications	AA							X	X					X	X	X				X	X		X	X															X	
Written Communications	BB					X								X	X	X											X							X				X	X	
Following Directions	CC	X				X				X													X	X			X											X		
Productivity	DD			X	X						X			X						X			X	X					X											
Job Related Skills	EE				X		X							X										X					X											
Rules and Regulations	FF													X								X				X		X								X				
Taxes	GG																								X	X	X									X	X	X	X	
Finances	HH																											X		X	X	X	X	X	X			X	X	
Decision-Making Skills	II																				X											X			X					
Planning	JJ													X						X	X	X									X	X	X			X				

Activity # I TITLE: Student Survey

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	☒
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	☒
Health and Safety	H	☒
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

Activity designed for all students

Methods

Individual activity

Resources

- Classroom Instruction

Time

Student can complete activity within one classroom period.

Main Idea

To provide coordinator with the student needs in order to plan related instruction activities

Employer Participation

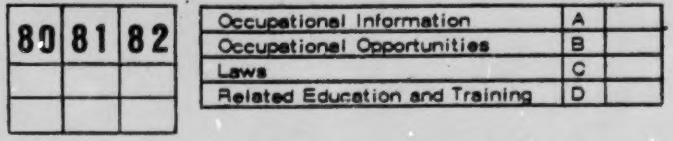
Input from employers is essential for curriculum planning.

Coordinator Notes

TITLE: Student Survey

The purpose of this activity is to allow you to identify some activities that will take place in the work experience education program. There are no right or wrong answers.

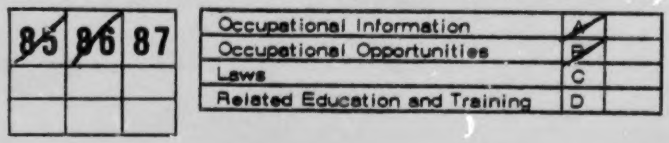
Directions: Complete the following survey on your Student Plan and Record (Activity # 7). Your Student Plan and Record contains several boxes with either numbers or letters.



80	81	82

Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	

Respond to each of the following statements by placing a diagonal in the appropriate box on your Student Plan and Record if the statement applies to you. All diagonals should be drawn from the lower left-hand corner of the box to the upper right-hand corner.



85	86	87

Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	

1. If you current job is not what you really want to be doing, place a diagonal in boxes 10, 11, 12, and 16.
2. If you think that someday you'd like to go into business for yourself, place a diagonal in boxes 13 and 14.
3. Place a diagonal in box 15 if planning is something you avoid whenever you can.
4. If you have not been taught a decision-making process, place a diagonal in box 17.
5. If your personal data sheet and file are not up to date and complete, place a diagonal in boxes 20 and 21.
6. Place a diagonal in boxes 22, A, and B, if you need information regarding where to find a job.

7. If you are planning to contact people about new job possibilities, place a diagonal in boxes 23 and 3I.

8. If you have not properly and completely filled out a job application, while looking for a job, place a diagonal in boxes 24, 34, and 35.

9. Place a diagonal in box 25 if you have not explored an industry, business, or job before an interview.

10. Place a diagonal in box 26 if you have never written a resume or if you have a resume that is not current.

11. If you are planning to interview for a new job in the next few months, place a diagonal in boxes 27, 28, 29, and 30.

12. If you have been interviewed and not gotten a job or have never been interviewed for a job, place a diagonal in box 32.

13. If you feel unsure and doubt is keeping you from getting ahead on the job, place a diagonal in box 33.

14. If you are a person who comes to work late, place a diagonal in boxes 40 and 54.

15. Place a diagonal in box 4I if you have disagreed with a customer.

16. If you are no longer the least experienced employee on the job, place a diagonal in box 42.

17. If you have ever been fired from a job or come close to it, place a diagonal in boxes 44 and 63.

18. If you are planning to leave your job in the next few months, place a diagonal in boxes 6I and 62.

19. If you feel you deserve a raise, place a diagonal in boxes 7I, G, and DD.

20. Place a diagonal in box 72 if you have been performing the same duties on your job for over a year.

21. Do you know the types of attitudes, habits, and skills that are expected of you by your employer? If not, place a diagonal in boxes 73, 74, and 75.

22. If you do not know what a fringe benefit is, place a diagonal in box 80.

23. If you do not know what FICA is, place a diagonal in box 82.

24. If you are not aware of safety and health regulations and programs including Workers' Compensation, place a diagonal in boxes 83 and 84.

25. If you do not have your own charge accounts and/or credit cards, place a diagonal in box 85.

26. If you do not have a checking account, place a diagonal in box 86.

27. If you do not have a savings account, place a diagonal in box 87.

28. Do you run out of money before the end of the month? if you do, place a diagonal in box 88.

29. Do you have a plan for reaching your financial goals? If you don't, place a diagonal in box 89.

30. Place a diagonal in boxes 90 and 95 if you have ever wondered why you make so much but take home so little.

31. If you do not know what a W-4 is, place a diagonal in box 91.

32. If you do not know what a W-2 is, place a diagonal in box 92.

33. If you need assistance in filing your income tax return, place a diagonal in box 93.

34. Payroll deductions can be very puzzling. If all the FICA's and withholding taxes confuse you, place a diagonal in box 94.

35. Place a diagonal in box C if you do not have a clear understanding of your legal rights as an employee.

36. If you are not getting anything out of your present job that you can use on your next job, place a diagonal in boxes D, E, F, and EE.

37. Place a diagonal in box J if you do not understand employee benefits.

Activity # 2 TITLE: Employer Survey

OBJECTIVES		
How to Get a Job		☐
How to Keep a Job		☒
How to Leave a Job		☐
Self-Knowledge		☒
Career Preparation		☐
Career Decision-Making		☐
Economic Awareness		☐
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☐
Occupational Opportunities	B	☐
Laws	C	☒
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	☒
Health and Safety	H	☒
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	☐
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	☐
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☐
Life Style	U	☐
Confidence	V	☒
Aptitudes	W	☐
Abilities	X	☒
Interests	Y	☒
Values	Z	☐
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	☐
Taxes	GG	☒
Finances	HH	☒
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed to collect information from employers.

Methods

Recommended that about 25% of employers participating in the work experience education program be surveyed each year

Resources

- Community contact/resources

Time

Recommended that this survey be given in the spring of each year for use in planning curriculum for next school year

Main Idea

To keep updated with the general needs of all student employees

Employer Participation

Inform employers how the survey results are going to be used.

Coordinator Notes

Activity # 2

TITLE: Employer Survey

Directions: The following items are all part of what it takes to be a successful employee. Please indicate with a check (✓) in the appropriate space how important you feel each of the following factors are for people to be successful employees.

	Somewhat Important	Important	Very Important	For Coordinator Use
1. Understand the laws that relate to employment.	( )	( )	( )	C
2. Be able to apply what they learn in school to the activities on the job.	( )	( )	( )	D
3. Be able to relate previous experiences to current tasks.	( )	( )	( )	E
4. Understand how their job supports the production of goods or rendering of services provided by a company.	( )	( )	( )	F
5. Understand how each employee contributes to the profit or loss of the company.	( )	( )	( )	G
6. Understand how health and safety regulations benefit both the employee and customer.	( )	( )	( )	H
7. Be able to compute own gross/net pay.	( )	( )	( )	I
8. Understand employee benefits.	( )	( )	( )	J
9. Be aware of employee rights.	( )	( )	( )	K
10. Be responsible.	( )	( )	( )	M
11. Be reliable and dependable.	( )	( )	( )	N
12. Have good employee/employer relations.	( )	( )	( )	O
13. Have good employee/customer relations.	( )	( )	( )	P
14. Be a loyal employee.	( )	( )	( )	Q
15. Understand the competitive nature of employment.	( )	( )	( )	S
16. Be confident.	( )	( )	( )	V
17. Have the abilities needed to do their job.	( )	( )	( )	X
18. Be interested in their work.	( )	( )	( )	Y
19. Be able to express themselves clearly.	( )	( )	( )	AA
20. Take/write messages and notes.	( )	( )	( )	BB
21. Follow directions.	( )	( )	( )	CC
22. Be productive.	( )	( )	( )	DD
23. Learn specific job skills.	( )	( )	( )	EE
24. Understand how the taxes of each employee contribute to the caost of government.	( )	( )	( )	GG
25. Understand payroll deductions.	( )	( )	( )	GG
26. Be able to handle their own money.	( )	( )	( )	HH
27. Be able to make job-related decisions.	( )	( )	( )	II
28. Plan ahead.	( )	( )	( )	JJ

List any additional factors you feel are important for employees to be successful.

Activity # 3 TITLE: **Student Self-Evaluation**

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for all students.

Methods

Individual activity

Resources

- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

To inform the coordinator about how the student perceives his or her performance on the job

Employer Participation

Have employers complete a similar evaluation form. (Activity # 4)

Coordinator Notes

Do not show the student self-evaluations to employers, but use the results of this evaluation to question employer.

Activity # 3

TITLE: **Student Self-Evaluation**

Name ______________________________

Grade Level ______________ Semester ______________

Employer ______________________________

Length of time on this job ______________________

Directions: Place a check (✓) in the column that best describes how you feel you are doing on the job in each of the following areas:

	Always	Usually	Sometimes	Some Improvement Needed	Vast Improvement Needed	For Coordinator Use
- Follow the health and safety laws that apply to your job.						H
- Make an effort to learn, improve, and advance on the job.						L
- Not only show up for work on time but also begin work on time.						N
- Work well with other employees.						O
- Try to please even the most difficult customer.						P
- Are loyal and honest towards the company.						Q
- Begin and complete jobs on your own.						R
- Explain and discuss information and ideas clearly.						AA
- Take and write messages accurately and clearly.						BB
- Follow directions.						CC
- Help make a profit for your company by being a productive employee.						DD
- Follow the rules and regulations of the company.						FF
- Make job-related decisions.						II
- Organize and plan job-related activities.						JJ

- Do you feel you have the knowledge, skills, and attitudes to qualify for a full-time position with this employer or some other employer? Yes ______ No ______

If not, what do you need? ______________________________

(Use reverse side if necessary.)

______________ Date

______________________________ Student Signature

Activity # 4 TITLE: Employer Evaluation

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed to provide employer input into the program.

Methods

Individual activity with follow-up discussion is recommended.

Resources

- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Assessment instrument

Time

Evaluation can be completed in one service call.

Main Idea

Provide input into areas that the student needs to improve upon.

Employer Participation

Stress with the employers the need to be honest in their evaluation so that the student does not receive a false impression of the world of work. (example - a straight A evaluation just for the grade when there are obvious areas of weakness)

Coordinator Notes

Activity # 4

TITLE: Employer Evaluation

Student ______________________________

School ____________________ Semester ____________

Employer ______________________________

Please return by ______________________________

Directions: Evaluate the student's progress by placing a check (✓) in the column that best indicates your rating of the student's skills, knowledge, and attitudes on the job.

	Always	Usually	Sometimes	Some Improvement Needed	Vast Improvement Needed	For Coordinator Use
- Follows the health and safety laws that apply to the job.						H
- Makes an effort to learn, improve, and advance on the job.						L
- Not only shows up for work on time but also begins work on time.						N
- Works well with other employees.						O
- Tries to please even the most difficult customers.						P
- Is loyal and honest towards the company.						Q
- Begins and completes job on his/her own.						R
- Explains and discusses information and ideas clearly.						AA
- Takes and writes messages accurately and clearly.						BB
- Follows directions.						CC
- Is a productive employee.						DD
- Follows the rules and regulations of the company.						FF
- Makes job-related decisions.						II
- Organizes and plans job-related activities.						JJ

- Do you feel this student has the skills, knowledge, and attitudes to qualify for a full-time postion with you or some other company? Yes ______ No ______

If not, what is needed? ______________________________

(If necessary, continue on reverse side.)

____________________ ______________________________

Date Employer's Signature

Activity # 5 TITLE: Supervision/Service Calls

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed to help the coordinators organize and plan their supervision/service calls.

Methods

Recommend follow-up discussion with student when appropriate.

Resources

- Community contacts/resources

Time

Helps a coordinator save time without a loss in program quality

Main Idea

To organize and record service call information in a simple but efficient manner

Employer Participation

Ask employers how student is doing in areas that need improvement.

Coordinator Notes

Activity # 5

Name ______________________

Semester/Year ______________________

TITLE: Supervision/Service Calls

Place of Employment ______________________

Contact Person ______________________

Title ______________________ Phone (   ) ______________________

Address ______________________

____

Directions ______________________

Best Time to Call ______________________

Student Hours ______________________

Contacts

Date of Student Conferences

Date of Call ______________ in-person phone letter

Purpose of Call: a b c d e f

Date of Call ______________ in-person phone letter

Purpose of Call: a b c d e f

Date of Call ______________ in-person phone letter

Purpose of Call: a b c d e f

Date of Call ______________ in-person phone letter

Purpose of Call: a b c d e f

Date	Learning Activities	Evaluation	Date
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	

Purpose of Calls

a. Introduction to Work Experience Education
b. Student Progress
c. Observation of Student
d. Employer Participation
e. Coordinator Assistance
f. Problem Solving

Evaluation

1. Outstanding Accomplishment
2. Learning Activity Accomplished
3. Significant Progress
4. Some Improvement Needed
5. Vast Improvement Needed

Activity # 6 TITLE: On-the-Job Learning Activities

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is required for all students.

Methods

Individual activity

Resources

- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Community contacts/resources

Time

Activity can be completed with on-site supervision/service calls.

Main Idea

To identify student learning that is taking place on the job

Employer Participation

To direct, observe, and evaluate student learning on the job

Coordinator Notes

Activity # 6 Name ______________________________

TITLE: On-the-Job Learning Activities

JOB TITLE

Type of WEE: V D E

Dear Work Experience Employer:

Thank you for providing a learning opportunity for your student employee in the world of work and cooperation with the Work Experience Education program.

Your student employee will have the opportunity to gain high school credit for the learning that is taking place on the job site. To receive credit, the student must participate in learning activities and identify the learning that is taking place.

The following worksheet will provide the basis for that identification, participation and evaluation of the students on the job learning activities plan for this semester.

EVALUATION
At the end of the grading period, place a check in the appropriate column below which best evaluates the student's learning progress

1. Describe your student's five most important job duties.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

f. ______________________________

Activity Code		Outstanding Accomplishment	Accomplished	Significant Progress	Improvement Needed	Not Accomplished
	2. List two present job activities your student should improve on.					
	*a. ______________________________					
	*b. ______________________________					
	3. List two new job activities your student should learn in order to qualify for a raise or promotion.					
	*a. ______________________________					
	*b. ______________________________					

Please discuss this worksheet with your student employee. Sign and date. Your student will return the worksheet to me, and I will bring it to you at the end of the grading period to go over the student's learning progress with you in the asterick (*) areas. At that time we will use the column at the right to record the student's learning progress.

__________ / __________
Employer Initials/ date

______________________ ______________________ ______________________
Student Signature Date
Employer Signature Date
Coordinator Signature Date

Thank you for providing a learning opportunity for your student employee in the world of work and cooperating with the Work Experience Education Program.

Activity # 7 TITLE: Individual Student Plan and Record

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This form is used to record the activities that will meet student needs as well as to provide a time line and a record of student progress.

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Career Center
- Community contacts/resources
- Assessment instruments

Time

Continues all year

Main Idea

Increase the ability of a coordinator in meeting identified student needs

Employer Participation

Ask employers to verify student on-the-job progress.

Coordinator Notes

Activity #7 TITLE: Individual Student Plan and Record

Name ____________________ Place of Employment ______________________

Semester/Year __________

OBJECTIVES

How to Get a Job

How to Keep a Job

How to Leave a Job

Self-Knowledge

Career Preparation

Career Decision-Making

Economic Awareness

Input Activities

Major Accomplishments

____ New Job
____ Personal File
____ Job Progress
____ Raise
____ Promotion
____ Left Properly
____ Recommendation
____ Future Decision
____ Savings
____ Checking
____ Taxes
____ Credit

Additional comments on reverse side

DEVELOPMENTAL LINKAGES		STUDENT	EMPLOYER	COORDINATOR
Knowledge of				
Occupational Information	A			
Occupational Opportunities	B			
Laws	C			
Related Education and Training	D			
Related Experiences	E			
Industry	F			
Profit vs. Loss	G			
Health and Safety	H			
Pay/Wages	I			
Employee Benefits/Rights	J			
Consumer Considerations	K			
Attitudes				
Motivation/Ambition	L			
Being Responsible	M			
Reliable/Dependable	N			
Getting Along with Others	O			
Employee-Customer Relations	P			
Loyalty/Honesty	Q			
Initiative	R			
Competitive	S			
Self-Awareness				
Job Satisfaction	T			
Life Style	U			
Confidence	V			
Aptitudes	W			
Abilities	X			
Interests	Y			
Values	Z			
Skills				
Oral Communications	AA			
Written Communications	BB			
Following Directions	CC			
Productivity	DD			
Job Related Skills	EE			
Rules and Regulations	FF			
Taxes	GG			
Finances	HH			
Decision-Making Skills	II			
Planning	JJ			

Activity #7 TITLE: Individual Student Plan and Record

Name ______________________ Place of Employment ______________________

Semester/Year ____________

OBJECTIVES

How to Get a Job

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35

How to Keep a Job

40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55

How to Leave a Job

61	62	63	71	72	73	74	75

Self-Knowledge

10	12	14

Career Preparation

11	13	16

Career Decision-Making

15	17	18

Economic Awareness

80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95

Input Activities

1	2	3	4	5	6	7	8	9

Major Accomplishments

____ New Job
____ Personal File
____ Job Progress
____ Raise
____ Promotion
____ Left Properly
____ Recommendation
____ Future Decision
____ Savings
____ Checking
____ Taxes
____ Credit

Additional comments on reverse side

DEVELOPMENTAL LINKAGES		STUDENT	EMPLOYER	COORDINATOR
Knowledge of				
Occupational Information	A			
Occupational Opportunities	B			
Laws	C			
Related Education and Training	D			
Related Experiences	E			
Industry	F			
Profit vs. Loss	G			
Health and Safety	H			
Pay/Wages	I			
Employee Benefits/Rights	J			
Consumer Considerations	K			
Attitudes				
Motivation/Ambition	L			
Being Responsible	M			
Reliable/Dependable	N			
Getting Along with Others	O			
Employee-Customer Relations	P			
Loyalty/Honesty	Q			
Initiative	R			
Competitive	S			
Self-Awareness				
Job Satisfaction	T			
Life Style	U			
Confidence	V			
Aptitudes	W			
Abilities	X			
Interests	Y			
Values	Z			
Skills				
Oral Communications	AA			
Written Communications	BB			
Following Directions	CC			
Productivity	DD			
Job Related Skills	EE			
Rules and Regulations	FF			
Taxes	GG			
Finances	HH			
Decision-Making Skills	II			
Planning	JJ			

Activity # 8

TITLE: Student's Weekly Report

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity designed for all students

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

Keep an ongoing record of time worked and an avenue of communication between employer, coordinator, and student.

Employer Participation

Inform employers that the form should be completed weekly to verify the hours the student worked on the job and that the employer should feel free to add any comments regarding the job, if appropriate.

Coordinator Notes

Activity # 8 (Option # 1) DO NOT WRITE ON THIS PAGE

TITLE: Student's Weekly Report

Each week you are required to complete a Student's Weekly Report.

Directions:

Obtain a copy of the proper report form from your coordinator. A sample is shown below on this page.

Use the instructions given on pages 2, 3, and 4 of this activity as a guide to complete your report each week.

Work Experience Education

Wage and Hour Report

Name ________________________ School ____________

Job Site ________________________________

Week of ___/___/___ Work Supervisor ________________

Day	Date	Check In Time	Check Out Time	Total Hours

Week's Total Hours . . . . ________

Last Week's Total Semester Hours . . . . . ________

Total Hours This Semester . . . . ________

Employer Signature ________________________ Date ____________

Employer Remarks: (Optional)

____

____

____

____

Student Weekly Activities ________

____

____

Student desires conference ________

Pay Period __________ to ____________

Hourly Rate $ ______

Gross Earnings ______

Less Deductions:

Fed. Inc. Tax $ ______

State Inc. Tax ______

F.I.C.A. ______

S.D.I. ______

Other ______

Total Deductions $ ______

Net Earnings for Pay Period . . . . $ ______

Activity # 8 (Option # 1) continued page 2

Work Experience Education

Wage and Hour Report

Name (1) School

Job Site

Week of (2) Work Supervisor

Day	Date	Check In Time	Check Out Time	Total Hours
	(3)		(4)	

Week's Total Hours . . . . (5)

Last Week's Total Semester Hours . . . . . (6)

Total Hours This Semester . . . . (7)

Employer Signature (8) Date

1 Print your name, school, job site, and the name of your work supervisor.

2 Write in the date of the Monday that begins the week reported.

3 Record the day and date beginning with Monday.

4 Record the times checked in and out and total hours worked and/or OFF.

5 Total the hours worked for that week.

6 Record last week's total hours, and add to this week's TOTAL for 7.

7 Record the running TOTAL for the semester.

8 Have the employer or a supervisor sign and date this report.

Activity # 8 (Option # 1) continued page 3

Pay Period ________ to (9)		
Hourly Rate		$ (10)
Gross Earnings		(11)
Less Deductions:		
Fed. Inc. Tax	$ (12)	
State Inc. Tax	(13)	
F.I.C.A.	(14)	
S.D.I.	(15)	
Other	(16)	
Total Deductions		$ (17)
Net Earnings for Pay Period		$ (18)

Note: These questions should be answered only when you receive a paycheck.

9. Each time you receive a check, write in the date of that pay period.
10. Hourly rate is dollars paid per hour.
11. Gross Earnings is the total amount of money made for the pay period.
12. Federal Income Tax is money taken from your check for Federal Tax according to how you filled out your W-4.
13. State Income Tax is taken out for state tax payments.
14. FICA is your Social Security payment.
15. State Disability Insurance payments are one percent of your gross pay.
16. Other can be union dues, credit plans, meals, etc.
17. Add the total deductions and subtract that amount from the gross earnings.
18. Net Earnings for the pay period is the amount from item 17.

Activity # 8 (Option # 1) continued page 4

Employer Remarks: (Optional)

(19)

Student Weekly Activities

(20)

Student desires conference (21)

19. Employer remarks are made in this location.

20. Record the following codes to indicate the activities that took place on your job during the past week:

Code	Activity
jp	Assigned new duties/responsibilities
AA 73	Talked to employer/supervisor about duties
N 40	Was late for work
N 46	Missed a day of work for personal reasons
P 41	Had to handle a problem customer
CC 45	Didn't follow proper instructions/directions
EE 48	Performed a job task wrong
FF 44	Got a warning about being fired or got fired
O 52	Had a disagreement with a fellow employee
CC 53	Felt like telling the boss off or told boss off
pr	Got a promotion
ra	Asked for and/or got a raise
II 17	Decided to leave job in near future
AA 61	Informed employer of intention to leave
re	Got a letter of recommendation from employer
lp	Left job properly
I 94	Received pay check and checked for errors
DD 50	Performed job task without knowing reasons

Note: Small letters in the code indicate a student outcome and should be recorded on the Individual Student Plan and Record (Activity # 7). The capital letters and numbers refer to related activities.

21. Place a check if you desire a conference with your coordinator.

Activity # 8 (Option # 2) DO NOT WRITE ON THIS PAGE

TITLE: Student's Weekly Report

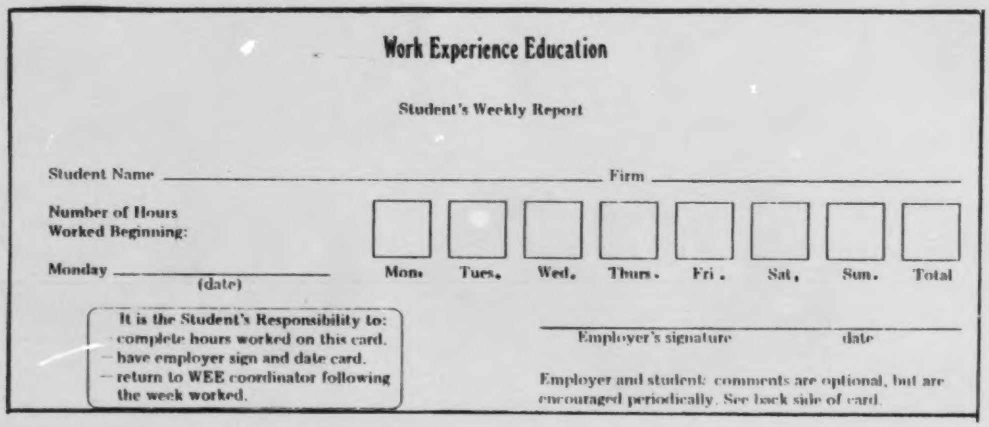
Each week you are required to complete a Student's Weekly Report.

Directions:

Obtain a copy of the proper report form from your coordinator. A sample is shown below on this page.

Use the instructions given on pages 2 and 3 of this activity as a guide to complete your report each week.

Front Side



Work Experience Education

Student's Weekly Report

Student Name ______________________ Firm ______________

Number of Hours Worked Beginning:

Monday ______________ (date)

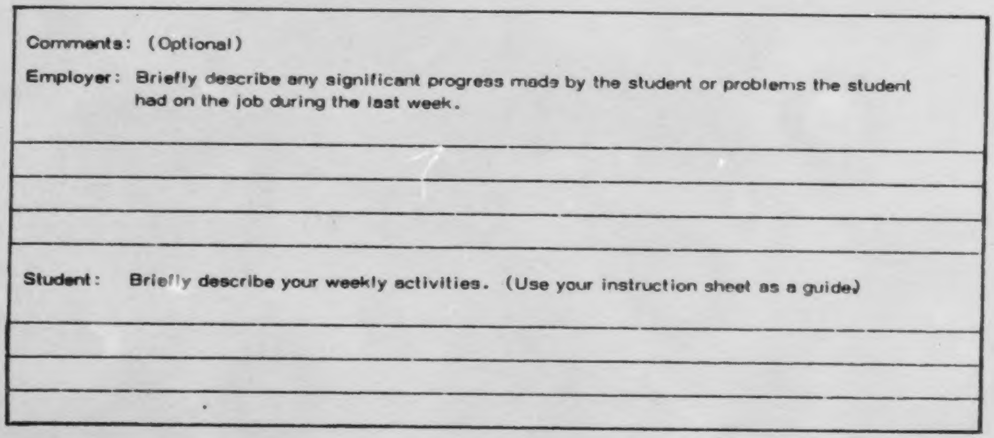
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total

It is the Student's Responsibility to:
- complete hours worked on this card.
- have employer sign and date card.
- return to WEE coordinator following the week worked.

______________________ Employer's signature date

Employer and student: comments are optional, but are encouraged periodically. See back side of card.

Back Side



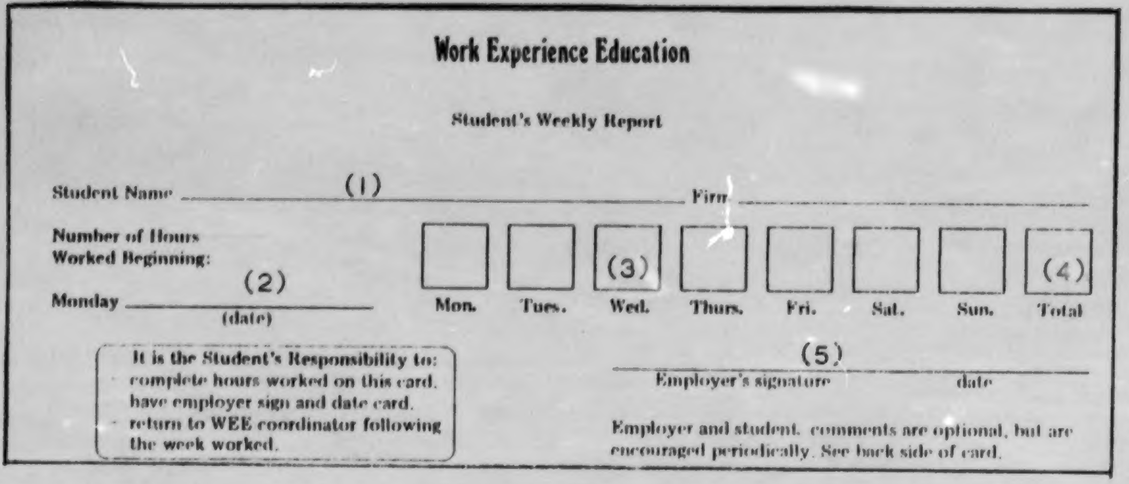
Comments: (Optional)

Employer: Briefly describe any significant progress made by the student or problems the student had on the job during the last week.

Student: Briefly describe your weekly activities. (Use your instruction sheet as a guide)

Activity # 8 (Option # 2) continued page 2

Front Side



Work Experience Education

Student's Weekly Report

Student Name (1) Firm

Number of Hours Worked Beginning:

Monday (2)
(date)

		(3)					(4)
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total

It is the Student's Responsibility to:
- complete hours worked on this card.
- have employer sign and date card.
- return to WEE coordinator following the week worked.

(5)
Employer's signature date

Employer and student comments are optional, but are encouraged periodically. See back side of card.

1. Print your name and the name of the firm for which you are working.
2. Write in the date of the Monday that begins the week reported.
3. Record the hours worked each day. Write OFF in the space if you did not work on that day.
4. Record the total hours worked for the week.
5. Have the employer/supervisor sign and date the card.

Activity # 8 (Option # 2) continued page 3

Back Side

Comments: (Optional)

Employer: Briefly describe any significant progress made by the student or problems the student had on the job during the last week.

(6)

Student. Briefly describe your weekly activities. (Use your instruction sheet as a guide.)

(7)

(8)

6. Have the employer list his or her comments.

7. Place the codes to indicate the activities that took place on the job during the week.

Code	Activity
jp	Assigned new duties/responsibilities
AA 73	Talked to employer/supervisor about duties
N 40	Was late for work
N 46	Missed a day of work for personal reasons
P 41	Had to handle a problem customer
CC 45	Didn't follow proper instructions/directions
EE 48	Performed a job task wrong
FF 44	Got a warning about being fired or got fired
O 52	Had a disagreement with a fellow employee
CC 53	Felt like telling the boss off or told the boss off
pr	Got a promotion
ra	Asked for and/or got a raise
I I 17	Decided to leave job in near future
AA 61	Informed employer of intention to leave
re	Got a letter of recommendation from employer
lp	Left job properly
I 94	Received pay check and checked it for errors
DD 50	Performed a job task without knowing the reasons

8. If you desire a conference with your coordinator, write the word conference.

Activity # 8 (Option # 3) DO NOT WRITE ON THIS PAGE

TITLE: Student's Weekly Report

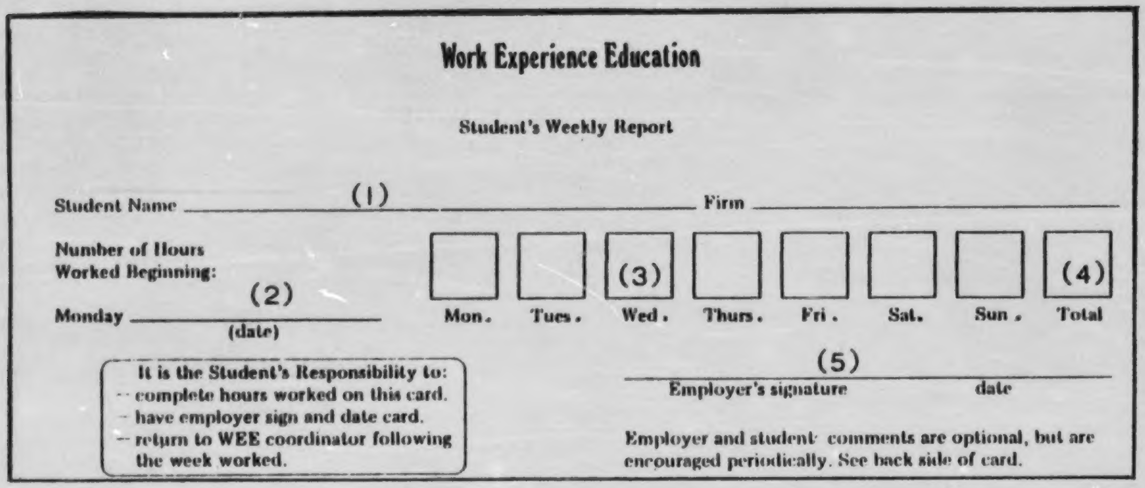
Each week you are required to complete a Student's Weekly Report.

Directions:

Obtain a copy of the proper report form from your coordinator. A sample of the form is shown below.

Obtain a copy of your summary page and comment page from your coordinator.

Use the instructions given below and on page 2 of this activity as a guide to complete your weekly report.



Work Experience Education

Student's Weekly Report

Student Name ______ (1) ______ Firm ______

Number of Hours Worked Beginning:

Monday ______ (2) ______ (date)

		(3)					(4)
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total

It is the Student's Responsibility to:
-- complete hours worked on this card.
-- have employer sign and date card.
-- return to WEE coordinator following the week worked.

(5)
______
Employer's signature date

Employer and student comments are optional, but are encouraged periodically. See back side of card.

1. Print your name and the name of the firm for which you are working.
2. Write in the date of the Monday that begins the week reported.
3. Record the hours worked each day. Write OFF in the space if you did not work on that day.
4. Record the total hours worked for the week.
5. Have the employer/supervisor sign and date card.

Activity # 8 (Option # 3) continued page 2

Summary Page

Student Weekly Report

	Week # 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Additional Hours
Beginning date	(6)																		
Total hours verified this week	(7)																		
Total hours verified for semester	(8)																		▨
Weekly Activities																			
- Assigned new duties/responsibilities								(11)											
- Talked to employer/supervisor about duties	(9)																		
- Was late for work																			
- Missed a day of work for personal reasons																			
- Had a problem customer																			
- Didn't follow directions																			
- Performed a job task wrong																			

6. On the summary page write in the date of the Monday that begins the week being reported.

7. Record the total hours verified on the summary page.

8. Record the total hours verified to date for the semester.

9. Place a check mark in the week # column to indicate the activities that took place during the week.

10. On the comment page, print a brief description of the most important activity that took place during the week.

11. Repeat the process for each week of the semester that you work.

Comment Page

Week #	Student Weekly Report --- Comments
1	
2	(10)
3	
4	

Activity # 8 Name ____________________ Semester/Year ____________

Summary Page

Student Weekly Report

	Week # 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Additional Hours
Beginning date																			
Total hours verified this week																			
Total hours verified for semester																			
Weekly Activities																			
- Assigned new duties/responsibilities																			
- Talked to employer/supervisor about duties																			
- Was late for work																			
- Missed a day of work for personal reasons																			
- Had a problem customer																			
- Didn't follow directions																			
- Performed a job task wrong																			
- Got a warning about being fired or got fired																			
- Had a disagreement with a fellow employee																			
- Felt like telling the boss off or told boss off																			
- Got a promotion																			
- Asked for and/or got a raise																			
- Decided to leave job in near future																			
- Informed employer of intention to leave																			
- Got a letter of recommendation																			
- Left job properly and/or quit job																			
- Received paycheck and checked for errors																			
- Performed job task without knowing why																			

Activity # 8 Comment Page Name ______________________________

Week #	Student Weekly Report --- Comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Activity # 8 Name ______________________ Semester/Year ______________

Summary Page

Student Weekly Report

	Week # 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Additional Hours
Beginning date																			
Total hours verified this week																			
Total hours verified for semester																			
Weekly Activities																			Notes
- Assigned new duties/responsibilities																			Job Progress
- Talked to employer/supervisor about duties																			AA-73-74-75
- Was late for work																			N - 40 - 54
- Missed a day of work for personal reasons																			N - 46
- Had a problem customer																			P - 41
- Didn't follow directions																			CC - 45 - 49
- Performed a job task wrong																			EE - 48
- Got a warning about being fired or got fired																			FF - 44 - 63
- Had a disagreement with a fellow employee																			O - 52
- Felt like telling the boss off or told boss off																			CC - 53
- Got a promotion																			Promotion
- Asked for and/or got a raise																			Raise
- Decided to leave job in near future																			II - 17 - 62
- Informed employer of intention to leave																			AA - 61 - 62
- Got a letter of recommendation																			Recommendation
- Left job properly and/or quit job																			Left Properly
- Received paycheck and checked for errors																			I - 94
- Performed job task without knowing why																			DD - 50

Work Experience Education

Wage and Hour Report

Name ______________________________ School ______________

Job Site ____

Week of ____/____/____ Work Supervisor ______________________

Day	Date	Check-In Time	Check-Out Time	Total Hours

Week's Total Hours . . . . ____________

Last Week's Total Semester Hours . . . . . ____________

Total Hours This Semester . . . . ____________

Employer Signature ______________________________ Date ______________

Employer Remarks: (Optional)

____

____

____

____

Student Weekly Activities __________

____

____

Student desires conference __________

Pay Period __________ to ______________

Hourly Rate $ __________

Gross Earnings __________

Less Deductions:

Fed. Inc. Tax $ __________

State Inc. Tax __________

F.I.C.A. __________

S.D.I. __________

Other __________

Total Deductions $__________

Net Earnings for

Pay Period . . . . $__________

Comments: (Optional)

Employer: Briefly describe any significant progress made by the student or problems the student had on the job during the last week.

Student: Briefly describe your weekly activities. (Use your instruction sheet as a guide.)

Work Experience Education

Student's Weekly Report

Student Name ______________________ Firm ______________________

Number of Hours
Worked Beginning:

Monday ______________________
(date)

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total

It is the Student's Responsibility to:
- complete hours worked on this card.
- have employer sign and date card.
- return to WEE coordinator following the week worked.

____
Employer's signature date

Employer and student comments are optional, but are encouraged periodically. See back side of card.

Activity # 9 TITLE: Student Profile

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity is designed for all students prior to being accepted into Work Experience Education program.

Methods

Individual activity

Resources

- Classroom instruction
- Assessment instrument

Time

Student can complete activity within one classroom period although student will need time outside of class to obtain necessary signatures for enrollment.

Main Idea

Assist coordinator to screen students for the program.

Employer Participation

Approve student for program.

Coordinator Notes

Activity # 9

TITLE: Student Profile

Directions: Please fill out the following profile as completely as possible. It will serve as an application for enrollment into the Work Experience Education Program as well as providing background information for developing your learning activity plan for the course.

Personal (Please Print)

Name ______________________________ School ______________
(last) (first)

Address ______________________________
(street) (city) (ZIP)

Social Security Number ______________ Telephone ______________

Age, if under 18 ________ Height ________ Weight ________

List any physical defects ______________________________

Do you have a valid driver's license? Yes _____ No _____

What form of transportation do you use, or will you use to and from work?

____

Father's or Guardians's Name ______________________ Occupation ______________

Place of Business ______________________ Telephone ______________

Mother's or Guardian's Name ______________________ Occupation ______________

Place of Business ______________________ Telephone ______________

In case of emergency, notify ______________________ Phone ______________

Address ______________________________
(street) (city) (ZIP)

References

List three (3) teachers: ______________ ______________ ______________

Other References: Name	Address	Phone	Position/Title

Activity # 9 Continued page 2 Name ______________________________

School Information

Write out your current class schedule and your proposed class schedule if you are accepted into the Work Experience Education Program.

Current Schedule for
______________semester 19____

PERIOD	CLASS	TEACHER	ROOM

Proposed Schedule for
____________ semester 19 ____

PERIOD	CLASS	TEACHER	ROOM

Counselor's Name ____

List your vocational courses that you have completed.

Course	Grade	Course	Grade
____________________	_______	____________________	_______
____________________	_______	____________________	_______

List courses you have been successful in and/or enjoyed taking.

____

____

List school activities, hobbies, and/or special interests.

____

____

Activity # 9 continued page 3 Name ______________________________

Plans

What is your career or occupational goal? ______________________________

____

What activity/training plans do you have after graduation? Use only those lines that are appropriate to explain your plans.

Full-time job ______________________________

Apprenticeship ______________________________

University/Four-year College ______________________________

Community College ______________________________

Military ______________________________

Business College ______________________________

Trade School ______________________________

Other ______________________________

Employment

List past employment, starting with your current or last job first.

	List Duties	Starting Date	Starting Salary	Date Left	Leaving Salary	Reason Leaving
Firm Supervisor Address Phone						
Firm Supervisor Address Phone						
Firm Supervisor Address Phone						

Activity # 9 Continued page 4 Name ______________________________

Who is your current employer? ____

Do you wish this job to be considered for work experience education credit? ______

What days and hours do you usually work? ___________________________________

____

What duties do you perform? ____

____

____

Why are you interested in enrolling in Work Experience Education?

____

____

____

If you are presently looking for a job, regardless of whether you are currently employed or not, complete the following information:

In what fields of employment would you be interested in receiving work experience?

______________________________ ______________________________

______________________________ ______________________________

Circle the time you would be available for work.

Weekdays after class: M T W Th F Weekends: Sat. Sun.

Evenings: M T W Th F Weekends: Sat. Sun.

List the number of hours per week you would like to work. ___________

Work Experience Education Training Agreement

Student's Name ______________________________ School ________________

Work Experience Education Training Agreement

The Work Experience Education Program is a fully credited program as defined by the school district and supported by a plan of operation approved by the California State Department of Education. This program provides valuable training for students, affording them an opportunity to become more competent employees and allowing them to earn school credit for the attitudes, habits, and skills identified and learned through supervised on the job activities.

This agreement defines the responsibilities and obligations of all involved parties: the student, parents, employer, and school district.

The Student

- Joins the program to learn as much as the employer and coordinator provide in the nature of how to keep a job, how to leave a job properly, and how to get a job
- Must be at least sixteen (16) years of age
- Will obtain a school-issued work permit before commencing employment, if under eighteen (18) years of age
- Is bound by all school rules and employer regulations
- Will maintain regular attendance, both in school and at the job site, and will not work on any school days that s/he fails to attend school without prior permission
- Must submit report of hours worked and attend the related class instruction on a regular and punctual basis
- Must inform the coordinator immediately about any changes in his/her job site situation (i.e., change of supervisor, loss of job, etc.)
- Is advised that any change of job site not arranged in advance with the coordinator could lead to immediate dismissal from the program

The Parents

- I give permission for my son/daughter to participate in off-campus employment during, before, or after school hours and understand that transportation to and from the off-campus areas will not be provided by the school distruct, and I will assume full responsibility. Student may ______ may not ________ (check one) work after 10:00 p.m.

______________________ ________ ______________________ ________

Parent's Signature date Student's Signature date

The Employer agrees to:

- Cooperate and consult with the instructor concerning the student and the program.
- Pay at least a minimum wage as required by State or Federal laws, when applicable.
- Adhere to child labor laws..
- Adhere to safety regulations as defined by OSHA regulations.
- Evaluate the student's progress on the job.
- Inform the coordinator prior to termination of student employee.

Name of Firm ____

Employer/Supervisor ____

Address ______________________________ City ________________

Telephone ________________ Workers' Compensation Carrier ________________

The School District

- Will provide a work experience education coordinator to supervise the program, maintain regular contact with the employer, and meet students on a regular basis in a related class situation.
- Will provide a coordinator to answer inquiries, handle problems, and/or complaints regarding the program.
- Will grant school credit upon successful completion of the course.

______________________ ________ ______________________ ________

Employer's Signature date Coordinator's Signature date

Student's Name ______________________________ School ________________

Activity # 10 TITLE: **Work Situations**

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity is designed for students who have been working at a job long enough to be able to indicate their preferences for the various work situations they encounter (# 1)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Career Center

Time

Student can complete activity within one classroom period.

Main Idea

To help individuals identify what they like and dislike about their current job so they can make better choices when they look for their next job (question # 8)

Employer Participation

Ask employers what types of situations young people generally have trouble adjusting to on the job.

Coordinator Notes

Activity # 10 Name ______________________

TITLE: Work Situations

The following is a list of various work situations people encounter. Which of the following situations would you be willing to work under?

Directions:

1. Read all ten work situations and examples.
2. Check the boxes of those situations you would be willing to work under.

☐ - Perform a variety of duties often changing from one task to another.

Example: Duties of a hotel clerk: registering and assigning guests to rooms, sorting mail, taking messages, maintaining records, collecting payments, and confirming reservations

☐ - Perform the same task over and over again.

Example: Performing the same operation on the same machine for the entire work period

☐ - Accept responsibility for the direction, control and planning of an entire activity.

Examples: Designing, planning, and organizing all the services needed to construct a building; or planning, creating, and presenting instructional activities

☐ - Deal successfully with people beyond the giving and receiving of instructions.

Examples: Supervising activities of others, counseling clients, interviewing people, scheduling appointments, and cooperating with others to get a job done

☐ - Influence and/or change people in their opinions, attitudes or judgments.

Examples: Designing advertising layouts or writing and selling people on the merits of a product or service

Activity # 10 continued page 2 Name ____________________

☐ - Perform under stress or pressure, in dangerous situations, or in situations requiring urgent action.

Examples: Performing surgery, working under water, taking emergency action, e.g., airline personnel, and putting out fires

☐ - Make decisions based on personal judgment.

Examples: Deciding on the background, lighting, and pose for a picture; selecting color combinations to decorate a room; or choosing the most feasible plan for presenting a client's case

☐ - Make decisions based on standards that can be checked.

Examples: Writing articles based on fact or determing a disease from a laboratory test

☐ - Interpret feelings, ideas, or facts based on personal viewpoints.

Examples: Designing and creating art work, decorations, objects; deciding on fashions to use for advertising; directing muscial groups, or designing sets for a play or movie

☐ - Work within precise limits or standards of accuracy.

Examples: Performing arithmetic calculations accurately, cutting exact patterns, taking shorthand, or controlling equipment to broadcast on radio or TV.

3. Which of the ten situations are part of your current job?

____

____

____

____

____

Activity # 10 continued page 3 Name ______________________________

4. Did you have any difficulty adjusting to the situations you listed in question # 3? (check one) Yes _______ No _______ If yes, how did you handle it? ____

____

____

5. For each of the ten work situations listed in the chart, indicate how you feel you could adjust today to these situations on a job by checking column

1 - If you enjoy working with that job situation
2 - If you could adjust to the situation
3 - If you are not sure how you would react to the situation
4 - If you would have difficulty adjusting
5 - If you probably could not adjust to the situation

WORK SITUATION CHART

Situation	1	2	3	4	5
1 - Perform a variety of duties					
2 - Perform a task over and over					
3 - Accept responsibility for the entire activity					
4 - Deal with people					
5 - Influence others					
6 - Perform under pressure in dangerous situations					
7 - Make decisions based on personal judgment					
8 - Make decisions that can be checked					
9 - Interpret feelings based on personal viewpoint					
10 - Work within precise limits and standards					

Activity # 10 continued page 4 Name ______________________________

6. What types of jobs could you get in the next year or two that had situations similar to those you checked in column 1 of the chart?

____

____

____

____

7. What types of jobs should you try to avoid in the next year or two that require adjusting to situations similar to those you checked in column 5?

____

____

____

____

8. Why is it helpful for you to know what situations a worker needs to adjust to on a job?

____

____

____

9. How can you find out the various situations a worker needs to adjust to on a job? ____

____

____

____

Activity # 11 TITLE: The Job Outlook

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

Activity is designed for students whose job is not really what they want and are looking for a job that better suits them. (# 1)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center

Time

Student can complete activity within one classroom period.

Main Idea

To make students more aware of varied occupations available and some basic facts they need to consider when planning ahead

Employer Participation

Ask employers the job outlook in the near future for their company or industry.

Coordinator Notes

Activity # II   Name ________________________________

TITLE: The Job Outlook

To get the job you want may require both experience and training. Your present job is giving you experience so that you can build a good work record. Training requires an investment of both time and money on your part. The training could be provided by a specific vocational school, a community college, or a four-year university, etc. Regardless of how and where the training takes place, there is always the question, "Will I be able to get a job in this occupational area after I finish my training?" In many cases you really don't know. But your chances will be much greater if you explore the occupation in advance and find out some specific information such as the following:

- Will you like the work?
- Do you have the aptitudes to learn the job skills required?
- Will the job meet your personal and economic needs?
- Will there be a demand for this occupation after you are trained?

It is on this last question that this activity will focus. There are many ways in which you can get a pretty good idea about how much your occupation will be in demand. The Job Outlook in Brief that is included in this activity is one way. It is a quick rundown of some 250 occupations. These employment summaries describe the situation for the entire nation and are subject to error. The outlook for any occupation may vary considerably among local job markets. You can get a good idea on local job outlooks by doing the following:

- Continually check your Sunday newspaper want ads.
- Check the labor market information provided by the Employment Development Department in your area. This information should be available in your career center.

Activity # II continued page 2 Name ______________________________

- Contact local businesses and ask them what they think the prospects in your occupational interest are for the future.
- Talk with people that have just finished training in your area of interest and ask them if they are finding the jobs they want.

Do not rely on someone else's telling you about the job outlook for occupations that interest you. Find out for yourself. Then, based on this information and the other factors you explored about the occupation, decide if you are going to invest your time and money for training in this area.

Directions: Answer the following questions regarding the job outlook:

1. On page 6 of this activity, circle four occupations of interest to you. Record these four occupations on the Job Outlook Chart on page 3.

2. Determine the national employment opportunties for each of the four occupations you selected. Use the Job Outlook in Brief attached to this activity to find the information. The Key Words in the "Brief" will help your read the Job Outlook in Brief. Record your information on the Chart.

Key Words in the "Brief"

Changing Employment Between 1978 and 1990

If the statement reads...	**Employment is projected to...**
Much faster than average growth	Increase more than 50 percent
Faster than average growth	Increase 25 to 49 9 percent
Growth about as fast as average	Increase 15 to 24 9 percent
Growing more slowly than average	Increase 5 to 14 9 percent
Little change	Increase or decrease no more than 4 9 percent
Decline	Decrease 5 percent or more

Opportunities and Competition for Jobs

If the statement reads...	**The demand for workers may be...**
Excellent opportunities	Much greater than the supply
Very good opportunities	Greater than the supply
Good or favorable opportunities	About the same as the supply
May face competition	Less than the supply
Keen competition	Much less than the supply

3. Record on the chart how you would find out about local job market information for each of the four occupations.

Activity # II continued page 3

Name ____________

JOB OUTLOOK CHART

1. Occupation	a.	b.	c.	d.
2. What are the national employment opportunities for this occupation ?	a.	b.	c.	d.
3. How would you find out local job market information about this occupation?	a.	b.	c.	d.

Activity # II continued page 4 Name ______________________________

4. In your opinion what is the most effective way to find out about local job prospects? ______________________________

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5. Is the fact that there are going to be many openings in an occupation reason enough to train for this job? Yes ______ No ______

Explain ______________________________

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6. Does the fact that there are going to be many openings in your occupation guarantee a job for you after training? Yes ______ No ______

Explain ______________________________

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7. How would you decide whether or not to train for an occupation that you really wanted if you knew that at the end of your training few job openings would exist? ______________________________

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Activity # II continued page 5 Name ______________________________

8. Thousands of persons each year complete training programs and school and then cannot find a job in the field in which they have been trained. How can you avoid this situation? ______________________________

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Activity # II continued page 6

Notes to "The Brief"

[1] Due to growth and replacement needs Does not include transfers out of occupations Estimates of replacement openings on working life tables developed by Bureau of Labor Statistics

[2] Estimate not available

[3] Excludes part-time junior instructors

[4] For the Nation as a whole projected decrease in employment is expected to be greater than number of openings resulting from deaths and retirements

[5] Total does not equal sum of individual estimates because all branches of engineering are not covered separately in *The Occupational Outlook Handbook*

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THE JOB OUTLOOK IN BRIEF

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
INDUSTRIAL PRODUCTION AND RELATED OCCUPATIONS			
Foundry occupations			
Patternmakers	3,700	135	Employment expected to grow more slowly than average. Use of durable metal patterns will offset increases in foundry production.
Molders	21,000	500	Employment expected to increase more slowly than average. Although large demand likely for metal castings, laborsaving innovations will moderate employment growth.
Coremakers	12,000	350	Employment expected to increase more slowly than average as growing use of machine coremaking limits the need for additional workers.
Machining occupations			
All-round machinists	484,000	22,500	Employment expected to increase about as fast as average due to growing demand for machined metal parts. Many openings likely in maintenance shops of manufacturing plants.
Instrument makers (mechanical)	6,000	300	Employment expected to grow about as fast as average in response to the need for new and custom made instruments. Laborsaving innovations may limit growth somewhat.
Machine tool operators	542,000	19,600	Employment expected to increase about as fast as average as metalworking industries expand. Although advances in machine tools may affect some jobs, opportunities should be very good.
Setup workers (machine tools)	65,000	3,000	Employment expected to increase about as fast as average as demand for machined goods grows. Automatically controlled machine tools may limit need for additional workers.
Tool-and-die makers	170,000	8,600	Employment expected to increase about as fast as average as need for tools and dies continues. However, advances in tool making processes may limit growth.
Printing occupations			
Compositors	181,000	3,900	Employment expected to decline as trend to high-speed phototypesetting and typesetting computers continues. Best prospects for graduates of post-secondary school programs in printing technology.
Lithographers	28,000	2,300	Employment expected to increase much faster than average in response to continued growth of offset printing. Best job prospects for graduates of post-secondary school programs in printing technology.

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Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Photoengravers	8,000	150	Employment expected to decline as firms switch from letterpress to offset printing. Job opportunities will be scarce.
Electrotypers and stereotypers	2,000	(2)	Employment expected to decline due to greater use of offset printing and other laborsaving equipment. Job opportunities will be scarce.
Printing press operators and assistants	167,000	5,000	Employment expected to increase more slowly than average as faster and more efficient presses limit growth. Applicants will face competition for jobs.
Bookbinders and bindery workers	69,000	2,600	Employment expected to increase more slowly than average due to increasing mechanization of bindery operations.

Other industrial production and related occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Assemblers	1,164,000	77,000	Employment expected to increase faster than average due to growing demand for consumer products and industrial equipment. Since most jobs are in durable goods industries, however, economic changes and national defense spending often affect job opportunities.
Automobile painters	42,000	2,000	Employment expected to increase about as fast as average due to growing number of vehicles and traffic accidents. Job opportunities are best in heavily populated areas.
Blacksmiths	11,000	300	Employment expected to decline as blacksmiths are replaced by welders and machines in large shops. Slight increase in employment of farriers due to growing popularity of horseracing and recreational horseback riding.
Blue-collar worker supervisors	1,671,000	69,000	Employment expected to increase about as fast as average. Large part of increase in nonmanufacturing industries. Because competition for supervisory jobs is keen, the best opportunities are for workers with leadership ability and some college.
Boilermaking occupations	37,000	3,100	Employment expected to increase much faster than average due to construction of electric powerplants and expansion of manufacturing industries. Job opportunities are sensitive to economic conditions.
Boiler tenders	71,000	2,800	Little change in employment expected as more boilers are equipped with automatic controls.
Electroplaters	40,000	800	Little change in employment expected as increasing use of automated plating equipment restricts growth.
Forge shop occupations	77,000	2,000	Although forge shop production should expand considerably, little change in employment expected as improved forging techniques and equipment allow greater output per worker.
Inspectors (manufacturing)	771,000	35,000	Employment expected to increase about as fast as average as output of industry increases and manufactured goods become more complex. Some industries that employ inspectors are sensitive to economic conditions.
Millwrights	95,000	4,700	Employment expected to increase about as fast as average due to construction of new plants, improvements in existing plants, and installation and maintenance of increasingly complex machinery.
Motion picture projectionists	11,000	750	Little change in employment expected. Growth in number of multi-screen theaters and use of laborsaving equipment will limit openings, thus creating keen competition for jobs.
Ophthalmic laboratory technicians	26,400	1,400	Employment expected to grow about as fast as average as more people use corrective lenses. Graduates of postsecondary school training programs will have the best job opportunities.
Photographic laboratory occupations	57,000	2,700	Employment expected to grow about as fast as average due to increasing use of photography in business, government, and research and rising popularity of amateur photography.
Power truck operators	363,000	14,000	Employment expected to increase about as fast as average as more firms use power trucks in place of hand labor. Job opportunities depend upon demand for manufactured goods.
Production painters	133,000	5,200	Employment expected to grow about as fast as average. Although manufacturing output is rising rapidly, increased use of automatic painting processes and other laborsaving innovations will moderate demand for painters.

Occupation	Estimated employment 1978	Average annual openings 1978-90[1]	Employment prospects
Stationary engineers	179,000	7,700	Employment expected to change little because of trend to more powerful and more centralized equipment.
Waste water treatment plant operators (sewage plant operators)	112,000	(2)	Employment expected to grow much faster than average as new treatment plants are built and existing ones are expanded to cope more effectively with water pollution.
Welders	679,000	35,000	Employment expected to grow faster than average due to expansion of metalworking industries. Very good opportunities except during economic downturns.

OFFICE OCCUPATIONS

Clerical occupations

Occupation	Estimated employment 1978	Average annual openings 1978-90[1]	Employment prospects
Bookkeeping workers	1,830,000	96,000	Employment expected to grow more slowly than average due to increasing use of bookkeeping machines and computers. Due to high replacement needs, job opportunities are expected to be numerous.
Cashiers	1,403,000	119,000	Plentiful job opportunities expected as employment grows faster than average and replacement needs remain high. However, widespread adoption of automatic checkout systems could slow future growth.
Collection workers	78,000	4,600	Employment expected to grow about as fast as average as an increasing use of credit results in a greater number of delinquent accounts. Good job opportunities for aggressive and personable people, particularly in collection agencies and retail trade firms.
File clerks	273,000	16,500	Employment expected to grow about as fast as average as business expansion creates a need for more and better recordkeeping. Jobseekers with typing and other office skills should have the best opportunities.
Hotel front office clerks	79,000	5,400	Employment expected to grow as fast as average. The use of computerized reservation systems may limit growth.
Office machine operators	160,000	9,700	Employment expected to grow about as fast as average. The spread of centralized and computerized recordkeeping and processing systems will limit growth somewhat. Most openings will result from replacement needs.
Postal Clerks	260,000	2,000	Employment expected to decline due increasing automation of mail processing.
Receptionists	588,000	41,000	Employment expected to grow faster than average as business, personal, and professional services expand. Some opportunities for part-time work.
Secretaries and stenographers	3,684,000	305,000	Skilled persons seeking secretarial positions should find numerous opportunities. Part-time secretarial jobs should also remain plentiful. Use of dictation machines will continue to limit demand for stenographers.
Shipping and receiving clerks	461,000	22,000	Employment expected to rise about as fast as average as business expansion results in a greater volume of goods to be distributed. Use of computers to store and retrieve shipment records may limit growth somewhat.
Statistical clerks	377,000	23,500	Employment expected to grow faster than average as need for collection and processing of data increases. Knowledge of computers may be helpful for some jobs.
Stock clerks	507,000	23,000	Employment expected to increase about as fast as average. Use of computers to manage storage space and automated equipment to move stock may limit growth somewhat.
Typists	1,044,000	59,000	Good opportunities expected as business expansion increases the amount of paperwork and replacement needs remain high. Demand particularly strong for typists who can handle a variety of office duties and operate word processing equipment.

Computer and related occupations

Occupation	Estimated employment 1978	Average annual openings 1978-90[1]	Employment prospects
Computer operating personnel	666,000	12,500	Employment of console and peripheral equipment operators expected to rise about as fast as average as use of computers expands. Employment of keypunch operators expected to decline, however, due to more efficient direct data entry techniques.
Programmers	247,000	9,200	Employment expected to grow faster than average as computer usage expands, particularly in accounting, business management, and research and development. Brightest prospects for college graduates with degree in computer science or related field.

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Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Systems analysts	182,000	7,900	Employment expected to grow faster than average as computer capabilities are increased and computers are used to solve a greater variety of problems. Excellent prospects for graduates of computer-related curriculums.
Banking occupations			
Bank clerks	505,000	45,000	Employment expected to grow much faster than average as banking services expand. Job opportunities should be good, especially for persons trained to operate peripheral computer equipment.
Bank officers and managers	330,000	28,000	Employment expected to grow faster than average as expansion of bank services and increasing dependence on computers adds to the need for officers and managers. Good opportunities for college graduates as management trainees.
Bank tellers	410,000	17,000	Employment expected to grow more slowly than average. High replacement needs and expansion of bank services should create good opportunities for jobs.
Insurance occupations			
Actuaries	9,000	500	Employment expected to rise faster than average as insurance sales increase. However, a large number of qualified applicants are likely to create keen competition for jobs.
Claim representatives	169,000	10,250	Employment expected to grow faster than average due to increasing insurance claims.
Underwriters, insurance agents, and brokers	568,000	30,000	Employment expected to grow about as fast as average as insurance sales continue to expand. Favorable opportunities for agents and brokers who are ambitious and enjoy saleswork.
Administrative and related occupations			
Accountants	985,000	61,000	Employment expected to increase faster than average as managers rely more on accounting information to make business decisions. College graduates will be in greater demand than applicants who lack this training.
Buyers	115,000	7,400	Employment expected to grow about as fast as average. But keen competition anticipated because merchandising attracts large numbers of college graduates.
City managers	3,300	350	Employment expected to grow much faster than average. Competition will be keen, however even for persons with graduate degrees in public administration.
College student personnel workers	55,000	(2)	Competition for jobs expected as tighter budgets in public and private colleges and universities limit employment growth. Best opportunities in junior and community colleges.
Credit managers	49,000	2,200	Employment expected to grow more slowly than average as use of computers and telecommunications equipment allows centralization of credit offices.
Hotel managers and assistants	168,000	8,900	Employment expected to grow more slowly than average. Best opportunities for persons with degrees in hotel administration.
Lawyers	487,000	37,000	Employment expected to grow faster than average in response to increased population, business activity, and government regulation. But keen competition likely for salaried positions. Best prospects for establishing new practices will be in small towns and expanding suburbs, although starting a practice will remain a risky and expensive venture.
Marketing research workers	24,000	(2)	Employment expected to grow much faster than average as demand for new products stimulates marketing activities. Best opportunities for applicants with graduate training in marketing research or statistics.
Personnel and labor relations workers	405,000	17,000	Employment expected to grow faster than average as new standards for employment practices in areas of occupational safety and health, equal employment opportunity, and pensions stimulate demand. Best opportunities with State and local governments.
Purchasing agents	185,000	13,400	Employment expected to increase faster than average as businesses try to reduce purchasing costs. Excellent job opportunities, especially for persons with a master's degree in business administration.
Urban and regional planners	17,000	800	Employment expected to grow faster than average. Oversupply of graduates may cause competition for jobs.

Occupation	Estimated employment 1978	Average annual openings 1978-90[1]	Employment prospects
SERVICE OCCUPATIONS			
Cleaning and related occupations			
Building custodians	2,251,000	180,000	Employment expected to grow about as fast as average as rising number of office buildings, hospitals, and apartment houses increases demand for maintenance services. Good opportunities for full-time, part-time and evening work.
Hotel housekeepers and assistants	20,000	2,000	Employment expected to grow faster than average. Best opportunities in newly built hotels and motels.
Pest controllers	31,500	2,500	Employment expected to grow faster than average in effort to control rapidly reproducing pest population.
Food service occupations			
Bartenders	282,000	21,600	Employment expected to increase faster than average as many new restaurants, hotels, and bars open.
Cooks and chefs	1,186,000	86,000	Employment expected to increase faster than average as population grows and people spend more money on dining out. Most starting jobs available in small restaurants, school cafeterias, and other eating places where food preparation is simple.
Dining room attendants and dishwashers	455,000	37,000	Plentiful job openings expected due to high turnover and substantial employment growth. Many opportunities for students in part-time jobs.
Food counter workers	463,000	34,000	Employment expected to grow faster than average due to increasing business in eating places. Job openings will be plentiful.
Meatcutters	204,000	5,200	Employment expected to decline because of practice of cutting and wrapping meat for several stores at one location.
Waiters and waitresses	1,383,000	70,000	Employment expected to grow about as fast as average as restaurant business increases. Job openings should be plentiful.
Personal service occupations			
Barbers	121,000	9,700	Employment expected to grow about as fast as average due to increasing demand for barbershop services. Better opportunities for hairstylists than for conventional barbers.
Bellhops and bell captains	20,000	600	Employment is expected to decline because of increasing popularity of economy motels. Best opportunities in motels, small hotels, and resort areas open only part of the year.
Cosmetologists	542,000	28,500	Employment expected to grow about as fast as average in response to rising demand for beauty shop services. Keen competition for jobs is likely.
Funeral directors and embalmers	45,000	2,200	Little employment change expected since existing funeral homes and their employees should be able to meet any additional demand for funeral services.
Private household service occupations			
Private household workers	1,162,000	45,000	Despite expected decline in employment, job opportunities will be plentiful.
Protective and related service occupations			
Correction officers	110,000	13,000	Employment expected to increase faster than average as correctional facilities expand and the number of persons in them increases. Also, replacement needs will create a substantial number of job openings.
FBI special agents	8,000	(2)	Employment expected to rise as FBI responsibilities grow. Few replacement needs because of low turnover rate.
Firefighters	220,000	7,500	Employment expected to increase about as fast as average as need for fire protection grows and professionals replace volunteers. Keen competition for jobs in urban areas, better opportunities in smaller communities.
Guards	550,000	70,000	Employment expected to grow faster than average due to increased concern over crime and vandalism. Best opportunities in guard and security agencies and in night-shift jobs.
Police officers	450,000	16,500	Employment expected to rise about as fast as average as law enforcement needs increase. Keen competition expected with best prospects for applicants with some college training in law enforcement.
State police officers	47,000	1,800	Employment expected to grow faster than average primarily due to demand for officers to work in highway patrol.

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Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Construction inspectors (government)	20,000	2,200	Employment expected to grow faster than average as concern about safe construction of new housing and commercial buildings increases. Best opportunities for college graduates and persons experienced as carpenters, electricians, or plumbers.
Health and regulatory inspectors (government)	100,000	5,800	Employment expected to grow about as fast as average as a result of public concern for quality and safety of consumer products.
Occupational safety and health workers	80,000	(2)	Employment expected to grow faster than average as new safety and health programs are started and existing ones upgraded and expanded. Best prospects for graduates of curriculums related to occupational safety and health.
Other service occupations			
Mail carriers	245,000	7,000	Employment expected to increase more slowly than average due to anticipated cutbacks in frequency of mail deliveries. Many openings will result due to replacement needs.
Telephone operators	311,000	9,900	Employment expected to decline due to increased direct dialing and technological improvements. Many openings will result from replacement needs.
EDUCATION AND RELATED OCCUPATIONS			
Teaching occupations			
Kindergarten and elementary school teachers	1,322,000	86,000	Although employment is expected to grow about as fast as average, applicants may face competition for jobs. The number of people qualified to teach is expected to approximate the number of openings.
Secondary school teachers	1,087,000	7,200	Keen competition expected due to declining enrollment coupled with large increases in supply of teachers. More favorable opportunities will exist for persons qualified to teach special education, vocational subjects, mathematics, and the natural and physical sciences.
College and university faculty	673,000[3]	11,000	Employment expected to decline due to decreasing enrollments and budgetary constraints. Keen competition among doctoral and master's degree holders.

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Teachers aides	342,000	26,000	Employment expected to rise much faster than average as more aides are hired to lessen teachers' clerical duties.
Library occupations			
Librarians	142,000	8,000	Employment expected to grow more slowly than average. Keen competition for jobs is likely. Best opportunities for librarians with a scientific or technical background.
Library technicians and assistants	172,000	7,700	Employment expected to grow more slowly than average. Public and college and university libraries will offer the best job opportunities.
SALES OCCUPATIONS			
Automobile parts counter workers	97,000	4,200	Employment expected to grow about as fast as average due to increasing demand for new accessories and replacement parts.
Automobile sales workers	158,000	10,400	Employment expected to grow faster than average as demand for automobiles increases. Job openings may fluctuate, however, because sales are affected by changing economic conditions.
Automobile service advisors	25,000	1,100	Employment expected to grow about as fast as average as automobiles increase in number and complexity. Most job openings in large dealerships in heavily populated areas.
Gasoline service station attendants	340,000	5,200	Employment expected to decline because of anticipated slow growth of gasoline consumption and the trend to self-service stations. Many job openings will result from replacement needs.
Manufacturers sales workers	402,000	21,700	Employment expected to grow about as fast as average. Good opportunities for persons with product knowledge and sales ability.
Models	60,000	(2)	Employment expected to increase due to rising advertising expenditures and greater sales of clothing and accessories. Nevertheless, because the glamour of modeling attracts many persons, competition for openings should be keen.
Real estate agents and brokers	555,000	50,000	Employment expected to rise about as fast as average in response to growing demand for housing and other properties. However, field is highly competitive. Best prospects for college graduates and transfers from other sales jobs.

Occupation	Estimated employment 1978	Average annual openings 1978-90[1]	Employment prospects
Retail trade sales workers	2,851,000	226,000	Employment expected to grow faster than average. High turnover should create excellent opportunities for full-time, part-time, and temporary work.
Route drivers	195,000	3,600	Employment expected to change little, but several thousand openings will result annually from replacement needs. Best opportunities for applicants who have sales experience and good driving records and who are seeking wholesale routes.
Securities sales workers	109,000	5,500	Employment expected to grow more slowly than average. Job opportunities fluctuate with economic conditions.
Travel agents	18,500	1,900	Employment expected to grow much faster than average. Because travel expenditures often depend on business conditions, job opportunities are very sensitive to economic changes.
Wholesale trade sales workers	840,000	40,000	Employment expected to grow about as fast as average as wholesalers sell wider variety of products and improve customer services. Good opportunities for persons with product knowledge and sales ability.

CONSTRUCTION OCCUPATIONS

Occupation	Estimated employment 1978	Average annual openings 1978-90[1]	Employment prospects
Bricklayers, stonemasons, and marble setters	205,000	6,200	Employment expected to grow more slowly than average. Job openings should be plentiful except during economic downturns.
Carpenters	1,253,000	58,000	Plentiful job opportunities except during economic downturns. Employment expected to grow due to increasing construction of new structures and alteration and maintenance of old ones. Carpenters with all-round training will have best prospects.
Cement masons and terrazzo workers	83,000	4,400	Employment expected to increase faster than average due to growing construction activity and greater use of concrete as a building material. Job opportunities should be favorable.
Construction laborers	860,000	49,000	Employment expected to grow about as fast as average due to increasing construction activity. Job openings should be plentiful except during economic downturns.
Drywall installers and finishers	82,000	(2)	Employment expected to grow faster than average as drywall is increasingly used in place of plaster.
Electricians (construction)	290,000	12,900	Employment expected to increase about as fast as average as more electricians are needed to install electrical fixtures and wiring in new and renovated buildings.
Elevator constructors	17,000	(2)	Employment expected to grow about as fast as average as number of high-rise apartments and commercial buildings increases.
Floor covering installers	88,000	3,200	Employment expected to increase faster than average due to expanding construction activity and widespread use of resilient floor coverings and carpeting. Best opportunities for persons able to install carpeting and resilient flooring.
Glaziers	19,000	1,000	Employment expected to increase faster than average as use of glass in construction increases.
Insulation workers	51,000	2,600	Employment expected to grow faster than average as energy saving insulation is installed in homes and businesses.
Ironworkers	78,000	4,100	Employment expected to increase faster than average for all occupations due to growing use of structural steel. Job opportunities are more abundant during early spring.
Lathers	23,000	(2)	Employment expected to change little due to increased use of drywall and other substitute materials.
Operating engineers	581,000	36,000	Employment expected to grow faster than average due to increasing construction activity. Job opportunities should be plentiful except during economic downturns.
Painters	484,000	26,000	Although some growth will result from new construction, employment expected to increase more slowly than average. The number of job openings fluctuates with amount of construction activity.
Paperhangers	20,000	1,500	Although the popularity of wall paper and vinyl wallcoverings is rising, employment of paperhangers is expected to grow more slowly than average.
Plasterers	28,000	1,100	Employment will grow more slowly than average as drywall materials are used in place of plaster. Some openings will result from replacement needs.

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Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Plumbers and pipefitters	428,000	20,000	Employment expected to grow about as fast as average as a result of increased construction activity and the need to repair and modernize existing plumbing and piping.
Roofers	114,000	4,500	Employment expected to grow about as fast as average due to new construction and need to repair existing roofs. Demand for dampproofing and waterproofing also will stimulate need for more roofers. Because construction activity fluctuates, however, openings may be plentiful in some years, scarce in others.
Sheet-metal workers	70,000	3,500	Employment expected to increase faster than average due to use of air conditioning and heating ducts and other sheet-metal products in homes, stores, offices, and other buildings.
Tilesetters	33,000	1,800	Employment expected to increase faster than average due to a trend toward two or more tile bathrooms in houses and apartments.

OCCUPATIONS IN TRANSPORTATION ACTIVITIES

Air transportation occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Air traffic controllers	21,000	700	Although employment expected to grow about as fast as average, applicants are likely to face keen competition for available jobs. Best opportunities for college graduates with experience as controllers, pilots, or navigators.
Airplane mechanics	132,000	3,500	Employment expected to grow more slowly than average, but opportunities in various areas of aviation may differ. Good opportunities in general aviation; keen competition for airline jobs; opportunities in Federal Government dependent upon defense spending.
Airplane pilots	76,000	3,800	Employment expected to grow faster than average, but applicants are likely to face keen competition for available jobs. Best opportunities for recent college graduates with flying experience.
Flight attendants	48,000	4,800	Employment expected to grow much faster than average as airline travel increases. Competition for jobs likely to be keen.
Reservation, ticket, and passenger agents	56,000	2,200	Employment expected to grow about as fast as average as airline travel increases. Nevertheless, popularity of airline jobs will result in keen competition.

Merchant marine occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Merchant marine officers	13,500	700	Little change in employment expected as size of Nation's fleet remains fairly constant.
Merchant marine sailors	24,800	(4)	Employment expected to decline as smaller crews operate new ships. Keen competition likely for those openings created by replacement needs.

Railroad occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Brake operators	66,000	1,600	Little change in employment expected as laborsaving innovations in freight hauling moderate growth. Some openings will result from replacement needs.
Conductors	37,000	1,700	Employment expected to grow more slowly than average as technological advances increase freight hauling efficiency.
Locomotive engineers	34,000	2,000	Despite expected increase in demand for railroad services, slower than average employment growth likely as larger and better designed freight cars improve freight hauling efficiency.
Shop trades	76,000	2,100	Employment expected to decline as shop efficiency increases and railroad cars require less maintenance.
Signal department workers	12,800	450	Employment expected to grow more slowly than average as new signal systems require less maintenance.
Station agents	5,900	(4)	Employment expected to decline as centrally located stations handle more customer orders and billings and as mobile agents service smaller stations.
Telegraphers, telephoners, and tower operators	9,700	50	Employment expected to decline due to wider use of mechanized yard operations, centralized traffic control, and automatic signaling. Limited number of openings will arise due to replacement needs.
Track workers	59,000	1,400	Employment expected to change little due to use of laborsaving machines and installation of improved track control systems requiring less track.

Driving occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Intercity busdrivers	23,500	500	Employment expected to change little. Keen competition likely for job openings.
Local transit busdrivers	77,000	3,100	Employment expected to grow about as fast as average as many cities improve local bus service.

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Local truckdrivers	1,720,000	64,000	Employment expected to increase faster than average due to growth in amount of freight. Best opportunities for applicants with a good driving record.
Long distance truckdrivers	584,000	21,500	Employment expected to grow about as fast as average. Keen competition is likely for jobs in this high-paying occupation.
Parking attendants	44,000	3,200	Employment expected to grow more slowly than average as trend to self-parking systems continues. High turnover rate, however, will create many job opportunities, especially in large commercial parking facilities in urban areas.
Taxicab drivers	94,000	4,300	Although employment expected to change little, high turnover should create many job opportunities.

SCIENTIFIC AND TECHNICAL OCCUPATIONS

Conservation occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Foresters	31,200	1,400	Employment expected to grow about as fast as average as environmental concern and need for forest products increase. But, applicants likely to face keen competition for jobs.
Forestry technicians	13,700	700	Employment expected to grow faster than average as technicians increasingly do tasks formerly handled by foresters. Even applicants with specialized postsecondary school training may face competition, however.
Range managers	3,700	200	Employment expected to grow faster than average. Good employment prospects likely as use of rangelands for grazing, recreation, and wildlife habitats increases.
Soil conservationists	9,300	450	Employment expected to increase as fast as average as organizations try to preserve farmland and comply with recent conservation and antipollution laws. Competition may be keen.

Engineers

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Engineers	1,136,000[5]	46,500[5]	Employment expected to grow slightly faster than average. Good employment opportunities for graduates with an engineering degree.
Aerospace engineers	60,000	1,900	Employment expected to grow about as fast as average due to limited increase in Federal expenditures on space and defense programs.
Agricultural engineers	14,000	600	Employment expected to grow faster than average in response to increasing demand for agricultural products, modernization of farm operations, and increasing emphasis on conservation of resources.
Biomedical engineers	4,000	175	Employment expected to grow faster than average, but actual number of openings will be small. Increased research funds could create new jobs in instrumentation and systems for delivery of health services.
Ceramic engineers	14,000	550	Employment expected to grow faster than average as a result of need to develop and improve ceramic materials for nuclear energy, electronics, defense, and medical science.
Chemical engineers	53,000	1,800	Employment expected to grow about as fast as average. Growing complexity and automation of chemical processes will require additional chemical engineers to design, build, and maintain plants and equipment.
Civil engineers	155,000	7,800	Employment expected to increase about as fast as average as result of growing need for housing, industrial buildings, electric power generating plants, and transportation systems. Work related to environmental pollution and energy development will also cause growth.
Electrical engineers	300,000	10,500	Employment expected to increase about as fast as average due to growing demand for computers, communications equipment, military electronics, and electrical and electronic consumer goods. Increased research and development in power generation also should create openings.
Industrial engineers	185,000	8,000	Employment expected to grow faster than average due to industry growth, increasing complexity of industrial operations, expansion of automated processes, and greater emphasis on scientific management and safety engineering.
Mechanical engineers	195,000	7,500	Employment expected to increase about as fast as average due to growing demand for industrial machinery. Need to develop new energy systems and to solve environmental pollution problems will also cause growth.
Metallurgical engineers	16,500	750	Employment expected to grow faster than average due to need to develop new metals and alloys, adapt current ones to new needs, solve problems associated with efficient use of nuclear energy, and develop new ways of recycling solid waste materials.

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Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Mining engineers	6,000	600	Employment expected to grow much faster than average due to efforts to attain energy self-sufficiency and to develop better mining systems.
Petroleum engineers	17,000	900	Employment expected to grow faster than average as demand for petroleum and natural gas requires increased drilling and more sophisticated recovery methods.
Environmental scientists			
Geologists	31,000	1,700	Employment expected to grow faster than average as domestic mineral exploration increases. Good opportunities for persons with degrees in geology or earth science.
Geophysicists	11,000	600	Employment expected to grow faster than average as petroleum and mining companies need additional geophysicists who are able to use sophisticated electronic techniques in exploration activities. Very good opportunities for graduates in geophysics or related areas.
Meteorologists	7,300	300	Employment expected to increase about as fast as average. Favorable opportunities for persons with advanced degrees in meteorology. Others expected to face competition.
Oceanographers	3,600	150	Although employment expected to grow about as fast as average, competition for openings is likely. Best opportunities for persons who have a Ph.D.; those who have less education may be limited to research assistant and technician jobs.
Life science occupations			
Biochemists	20,000	900	Employment expected to grow faster than average due to increase in funds for biochemical research and development. Favorable opportunities for advanced degree holders.
Life scientists	215,000	11,200	Employment expected to grow faster than average due to increasing expenditures for medical research and environmental protection. Good opportunities for persons with advanced degrees.
Soil scientists	3,500	180	Little employment growth expected. Applicants may face competition for jobs.

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Mathematics occupations			
Mathematicians	33,500	1,000	Slower than average employment growth is expected to lead to keen competition for jobs. Opportunities expected to be best for advanced degree holders in applied mathematics seeking jobs in government and private industry.
Statisticians	23,000	1,500	Employment expected to grow faster than average as use of statistics expands into new areas. Persons combining knowledge of statistics with a field of application, such as economics, may expect favorable job opportunities.
Physical scientists			
Astronomers	2,000	40	Little change in employment is expected as only slight increases in funds for basic research in astronomy are expected. Competition for jobs is likely to be keen.
Chemists	143,000	6,100	Employment expected to grow about as fast as average as a result of increasing demand for new products and rising concern about energy shortages, pollution control, and health care. Good opportunities should exist, except for academic positions.
Physicists	44,000	1,000	Although employment will grow more slowly than average, generally favorable job opportunities are expected for persons with advanced degrees in physics. However, persons seeking college and university positions, as well as graduates with only a bachelor's degree, will face keen competition.
Other scientific and technical occupations			
Broadcast technicians	40,000	([2])	Employment expected to increase about as fast as average as new radio and television stations are licensed and as cable television stations broadcast more of their own programs. Job competition is keen, however, and prospects are best in small cities.
Drafters	296,000	11,000	Employment expected to grow about as fast as average due to increasing complexity of designs of modern products and processes. Best prospects for graduates with associate degrees in drafting.
Engineering and science technicians	608,000	23,000	Employment expected to grow faster than average as more technicians will be needed to assist the growing number of engineers and scientists. Favorable job opportunities, particularly for graduates of postsecondary school training programs.

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Food technologists	15,000	500	Employment expected to grow about as fast as average due to increasing demand for food technologists in research and development, quality control, and production. Favorable opportunities for persons with food technology degrees.
Surveyors and surveying technicians	62,000	2,300	Employment expected to grow about as fast as average due to increased construction activity. Job opportunities are affected by economic conditions.

MECHANICS AND REPAIRERS

Telephone craft occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Central office craft occupations	135,000	1,000	Little change is expected in employment as more efficient electronic switching systems replace electromechanical ones.
Central office equipment installers	21,400	([4])	Employment expected to decline as most new central office equipment is manufactured in components that come partially assembled.
Line installers and cable splicers	59,000	600	Little change in employment as technological improvements limit growth. Job openings may be found more easily in small cities.
Telephone and PBX installers and repairers	115,000	3,000	Employment expected to increase about as fast as average due to growing number of telephones and PBX and CENTREX systems.

Other mechanics and repairers

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Air-conditioning, refrigeration, and heating mechanics	210,000	8,200	Employment expected to increase about as fast as average. Beginning mechanics may face competition for the highest paying jobs.
Appliance repairers	145,000	6,900	Employment expected to grow about as fast as average due to increasing use of appliances as population and incomes rise.
Automobile body repairers	185,000	7,800	Employment expected to increase faster than average due to increasing numbers of vehicles and traffic accidents.
Automobile mechanics	860,000	37,000	Employment expected to increase about as fast as average due to growing number of automobiles. Job opportunities will be plentiful.
Boat-engine mechanics	20,000	1,000	Employment expected to grow about as fast as average due to increasing number of boats. Job opportunities particularly favorable for mechanics with knowledge of electricity and electronics.
Bowling-pin-machine mechanics	6,200	([2])	Employment expected to increase more slowly than average due to limited growth in number of bowling facilities.
Business machine repairers	63,000	4,200	Employment expected to grow much faster than average as number of machines increases. Employment prospects will be good.
Computer service technicians	63,000	5,400	Employment expected to grow much faster than average as more computer equipment is used. Good opportunities for persons with postsecondary school training in electronics.
Electric sign repairers	15,000	700	Employment expected to increase as fast as average due to need to maintain growing number of electric signs.
Farm equipment mechanics	62,000	3,500	Employment expected to increase about as fast as average as more complex farm equipment requires greater maintenance. Best opportunities for persons familiar with farms and farm machinery.
Furniture upholsterers	29,000	1,100	Little change in employment expected as people buy new furniture instead of reupholstering the old.
Industrial machinery repairers	655,000	58,000	Employment expected to increase much faster than average as more repairers will be needed to maintain machinery used in increasingly complex manufacturing, coal mining, oil exploration, and other industries.
Jewelers	32,000	([2])	Employment expected to grow about as fast as average as the demand for jewelry increases. Because of a shortage of skilled jewelers, opportunities for people with training in jewelry design, construction, or repair should exist throughout the industry.
Locksmiths	15,000	([2])	Employment expected to grow about as fast as average as public becomes more security conscious. Favorable opportunities for persons able to install and service electronic security systems.
Maintenance electricians	300,000	15,500	Employment expected to increase faster than average in response to increased use of electrical and electronic equipment in industry.
Motorcycle mechanics	13,000	500	Employment expected to grow about as fast as average due to rising number of motorcycles. Best opportunities for persons with experience and their own tools.

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Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Piano and organ tuners and repairers	8,000	700	Employment is expected to grow more slowly than average as use of pianos and organs is limited by competition from other forms of entertainment and recreation. Opportunities for beginners will be best in piano and organ dealerships and large repair shops.
Shoe repairers	22,000	1,600	Despite little change in employment, job prospects should be very good because of replacement needs. Because training is difficult to obtain, many openings are not filled.
Television and radio service technicians	131,000	6,100	Employment expected to grow faster than average as number of home electronic products such as television sets, radios, phonographs, and tape recorders increases.
Truck mechanics and bus mechanics	165,000	6,800	Employment of truck mechanics expected to grow faster than average due to increasing use of trucks for transporting freight. Employment of bus mechanics expected to increase about as fast as average.
Vending machine mechanics	23,000	(2)	Employment expected to increase about as fast as the average as more vending machines are put in service.
Watch repairers	19,000	(2)	Although employment expected to grow more slowly than average, trained workers should find jobs readily available. Opportunities should be good for persons trained in repairing electronic watches.

HEALTH OCCUPATIONS

Dental occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Dentists	120,000	5,500	Employment expected to grow faster than average due to population growth, increased awareness of importance of dental care, and expansion of prepayment arrangements. Opportunities for jobs should be very good.
Dental assistants	150,000	11,000	Employment expected to grow much faster than average as dentists increasingly use assistants in their practice. Excellent opportunities for full- and part-time jobs, especially for graduates of approved programs.
Dental hygienists	35,000	6,000	Employment expected to grow much faster than average because of expanding population and growing awareness of importance of regular dental care. Opportunities for jobs should be good.
Dental laboratory technicians	47,000	2,800	Employment expected to grow faster than average due to expansion of dental prepayment plans and increasing number of older persons who require dentures. Excellent opportunities for graduates of approved programs.

Medical practitioners

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Chiropractors	18,000	1,500	New chiropractors may have difficulty establishing a practice due to dramatic increases in number of chiropractic graduates. Best opportunities in small towns and areas with few practitioners.
Optometrists	21,000	1,600	Employment expected to grow faster than average due to increase in population and greater recognition of importance of good vision. Employment prospects will be favorable.
Physicians and osteopathic physicians	405,000	19,000	Employment outlook expected to be favorable. New physicians should have little difficulty in establishing new practices.
Podiatrists	8,000	600	Employment expected to grow faster than average as expanding population demands more health services. Opportunities for graduates to establish new practices or to enter salaried positions should be favorable.
Veterinarians	33,500	1,700	Employment expected to grow faster than average because of growth in number of pets. New veterinarians may face competition in some areas.

Medical technologist, technician, and assistant occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Electrocardiograph technicians	20,000	(2)	Employment expected to grow faster than average as greater reliance placed on electrocardiographs to diagnose heart diseases and to examine older patients. Best opportunities for those with postsecondary school training.
Electroencephalographic technologists and technicians	7,000	500	Employment expected to grow faster than average due to increased use of EEG's in surgery and in diagnosing and monitoring patients with brain disease.
Emergency medical technicians	115,000	(2)	Employment expected to grow faster than average due to increasing public awareness of need for emergency medical service. Keen competition for jobs likely.

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Medical laboratory workers	210,000	14,800	Employment expected to grow faster than average as physicians make more use of laboratory facilities. Job opportunities should be favorable.
Medical records technicians and clerks	50,000	4,900	Employment expected to grow faster than average as the number of health insurance, Medicare, and Medicaid claims increases the need for more complete medical records. Excellent opportunities for those with specialized training.
Operating room technicians	35,000	2,600	Employment expected to increase faster than average as technicians assume more of the routine nursing tasks in operating rooms. Graduates of postsecondary school training programs will have the best job opportunities.
Optometric assistants	15,000	1,200	Employment expected to grow faster than averge as demand for eye care services increases and more optometrists hire assistants. Excellent opportunities for persons who have completed postsecondary school training.
Radiologic (X-ray) technologists	100,000	9,000	Employment expected to expand faster than average as X-ray equipment is increasingly used to diagnose and treat diseases. But applicants may face competition for jobs.
Respiratory therapy workers	50,000	5,000	Employment expected to grow much faster than average due to new applications of respiratory therapy in treating diseases. Job opportunities should be excellent for graduates of accredited programs.
Nursing occupations			
Registered nurses	1,060,000	85,000	Employment expected to grow faster than average. Favorable opportunities, especially in some southern States and many inner-city locations. Nurses may find competition for higher paying jobs and for jobs in some urban areas with large training facilities.
Licensed practical nurses	518,000	60,000	Employment expected to grow much faster than average as population increases and demand for health care rises. Job prospects are very good.
Nursing aides, orderlies, and attendants	1,037,000	94,000	Employment expected to grow much faster than average due to increased demand for medical care. Most job openings will be in nursing homes, convalescent homes, and other long-term care facilities.
Therapy and rehabilitation occupations			
Occupational therapists	15,000	2,500	Employment expected to grow much faster than average due to public interest in rehabilitation of disabled persons and growth of established occupational therapy program. Job prospects should be favorable.
Occupational therapy assistants	10,000	1,100	Employment expected to grow much faster than average due to increased need for assistants in health care institutions. Opportunities should be very good, especially for graduates of approved programs.
Physical therapists	30,000	2,700	Employment expected to grow much faster than average because of increased public recognition of importance of rehabilitation. Employment opportunities should be best in suburban and rural areas.
Physical therapist assistants and aides	12,500	400	Employment expected to increase about as fast as average. Jobseekers may face competition for best positions. Assistants should have better employment prospects than aides.
Speech pathologists and audiologists	32,000	3,900	Employment expected to increase much faster than average due to growing public concern over speech and hearing disorders. Persons with only a bachelor's degree will face considerable competition for jobs.
Other health occupations			
Dietitians	35,000	3,300	Employment expected to grow faster than average in response to increasing concern for proper nutrition and food management. Favorable full- and part-time opportunities for those with a bachelor's degree and persons with specialized training.
Dispensing opticians	17,600	1,200	Employment expected to increase faster than average as demand for eyeglasses rises. Opportunities should be excellent for persons with an associate degree in opticianry.
Health service administrators	180,000	18,000	Employment expected to grow much faster than average as quantity of patient services increases and health services management becomes more complex. Advanced degree required for best positions in hospitals.
Medical record administrators	12,500	900	Employment expected to grow as fast as average due to increasing use of health facilities. Good opportunities for graduates of approved programs.

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Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Pharmacists	135,000	7,800	Employment expected to grow faster than average due to establishment of new pharmacies and increasing use of pharmacists in health care institutions. Applicants may face competition for jobs.
SOCIAL SCIENTISTS			
Anthropologist	7,000	350	Employment expected to increase about as fast as average. Nearly all new jobs will be in nonacademic areas. Even persons with a Ph.D in anthropology can expect keen competition for jobs.
Economists	130,000	7,800	Employment expected to grow faster than average. Master's and Ph.D. degree holders may face keen competition for academic positions but can expect good opportunities in nonacademic areas, particularly for those trained in quantitative methods. Persons with bachelor's degrees likely to face keen competition.
Geographers	10,000	500	Employment expected to grow about as fast as average. Advanced degree holders likely to face keen competition for academic positions, but good prospects in nonacademic areas. Bachelor's degree holders will face competition.
Historians	23,000	700	Little change in employment expected. Keen competition anticipated, particularly for academic positions. Best opportunities for Ph.D.'s with a strong background in quantitative research methods.
Political scientists	14,000	500	Employment expected to increase more slowly than average. Keen competition likely, especially for academic positions. Best opportunities for advanced degree holders with training in applied fields such as public administration or public policy.
Psychologists	130,000	6,700	Employment expected to grow faster than average. Graduates face increasing competition, particularly for academic positions. Best prospects for doctoral degree holders trained in applied areas, such as clinical, counseling, and industrial psychology.
Sociologists	19,000	600	Employment expected to grow more slowly than average. Ph.D.'s may face competition, particularly for academic positions. Best opportunities for Ph.D.'s trained in quantitative research techniques. Very keen competition below Ph.D. level.
SOCIAL SERVICE OCCUPATIONS			
Counseling occupations			
School counselors	45,000	1,700	Employment expected to grow more slowly than average as declining school enrollment coupled with financial constraints limit growth.
Employment counselors	6,100	(2)	Employment growth is highly dependent on the level of Federal and State funding. Applicants are expected to face some competition in both public and private employment agencies.
Rehabilitation counselors	19,000	(2)	Employment growth dependent upon government funding for rehabilitation agencies. Some openings expected with insurance and other private companies to help in equal employment opportunity efforts.
College career planning and placement counselors	5,000	(2)	Little change expected in employment although some growth may occur in community and junior colleges where there are no career planning and placement programs at present. Keen competition likely for jobs.
Clergy			
Protestant ministers	190,000	(2)	Competition is expected for positions in individual congregations. Some ministers will find work in youth, family relations, and welfare programs and as chaplains in hospitals, universities, or the Armed Forces.
Rabbis	4,000	(2)	Reform rabbis may face some competition for available positions, and Orthodox clergy expected to encounter very keen competition. Rabbis from the Conservative branch of Judaism should have good opportunities.
Roman Catholic priests	58,000	(2)	Growing number of priests needed as supply of seminary graduates fails to keep pace with increasing Catholic population.
Other social service occupations			
Cooperative extension service workers	16,000	650	Employment expected to increase more slowly than average. Need for persons who can relay advances in farming practices from researchers to farmers will lead to some growth.
Homemaker-home health aides	110,000	36,000	Employment expected to grow much faster than average as public awareness of the availability of home care services increases.

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Social service aides	134,000	7,500	Employment expected to grow about as fast as average as social welfare programs expand and aides perform tasks formerly handled by professional personnel. Many opportunities for part-time work.
Social workers	385,000	22,000	Employment expected to increase about as fast as average due to expansion of health services, services for the elderly, and counseling services. Best opportunities for graduates of master's and Ph.D. degree programs in social work.

ART, DESIGN, AND COMMUNICATIONS-RELATED OCCUPATIONS

Performing artists

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Actors and Actresses	13,400	850	Employment expected to grow faster than average, but overcrowding in this field will persist. Persons finding jobs may be limited to part-time work only.
Dancers	8,000	550	Although employment expected to grow about as fast as average, applicants are likely to face keen competition for jobs.
Musicians	127,000	8,900	Although employment expected to grow faster than average, job competition will be keen.
Singers	22,000	1,600	Although employment growth is expected to be faster than average, competition for long-term jobs likely to be keen. Some opportunities for part-time and short-term jobs.

Design Occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Architects	54,000	4,000	Employment expected to rise faster than average, but competition for jobs likely.
Display workers	44,000	3,300	Employment expected to grow faster than average because of the popularity of visual merchandising, the use of merchandise to decorate stores.
Floral designers	56,000	4,200	Expected increases in sales of flowers and floral arrangements will cause employment to grow faster than average. Job openings are sensitive to economic conditions.
Industrial designers	13,000	550	Employment expected to grow about as fast as average due to an increasing number of products and an emphasis on product safety.
Interior designers	79,000	3,600	Increasing use of design services in business establishments and homes expected to cause employment to grow about as fast as average. Competition for jobs likely, however. Best opportunities for talented college graduates in interior design and graduates of professional interior design schools.
Landscape architects	14,000	1,100	Employment expected to grow faster than average due to increases in new construction and city and regional environmental planning. Job openings are sensitive to economic conditions.
Photographers	93,000	3,800	Employment expected to grow about as fast as average. Portrait and commercial photographers likely to face keen competition. Good opportunities in areas such as law enforcement and scientific and medical research photography.

Communications-related occupations

Occupation	Estimated employment, 1978	Average annual openings 1978-90[1]	Employment prospects
Newspaper reporters	45,000	2,400	Employment expected to grow about as fast as average. Best opportunities on newspapers in small towns and suburbs and for graduates who have specialized in news-editorial studies and completed a newspaper internship.
Public relations workers	131,000	7,500	Employment expected to grow about as fast as average as corporations, associations, and other large organizations expand public relations efforts to gain public support. Competition for jobs likely to be keen during economic downturns.
Radio and television announcers	27,000	850	Employment expected to increase about as fast as average as new stations are licensed and as cable television stations do more of their own programming. Keen competition likely for openings, however. Best prospects in small cities.
Technical writers	24,000	(2)	Employment expected to grow about as fast as average due to need for effective communication of scientific and technical information in areas such as computer science and electronics. Best opportunities for persons with both writing ability and scientific or technical background.

Notes are on page 21.

Activity # 12 TITLE: Data, People, and Things

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who have been working at the same job for over three months and are planning to explore other jobs and/or industries. (# 1)

Methods

Individual activity with follow-up discussion is recommended.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Career Center

Time

Student will need more than one classroom period in addition to time outside class to complete assignment.

Main Idea

To help individuals understand how the Data, People, and Things aspects of their job affect how they feel about it. This information should be used by the students when they are looking for their next job. (question # 9)

Employer Participation

Ask employers for descriptions of jobs available at their company.

Coordinator Notes

Copy of Dictionary of Occupational Titles (DOT) needed to complete this activity

Activity # 12 Name ______________________________

TITLE: Data, People, and Things

This activity is designed to help individuals discover how the Data, People, and Things aspects of a job affect the way they feel about their work. As a result of this activity, you will be able to find out more about the job you now have and be able to make better choices about future jobs.

Every employed person works with Data, People, and Things to some varying extent. While one person works with Data and People (a bank teller), another person may work primarily with Things (an automobile assembler). What would happen if we switched a bank teller that liked being a bank teller with an automobile assembler that enjoys building cars? Chances are they would both hate their new jobs. The assembler would probably go home wishing he never had to talk to another person in his life, while the bank teller on the assembly line would never want to look at another nut or bolt.

The Dictionary of Occupational Titles (DOT) lists nearly all of the jobs in existence today. It also tells you to what extent each of those jobs deals with Data, People, and Things. To find the Data, People, and Things aspects of any occupation, you first need to become familiar with the code system of the DOT.

There are three different arrangements of occupational titles in the DOT.

- The Occupational Group Arrangement (DOT pages 15 to 946) - This part of the DOT contains definitions arranged by DOT codes.
- The Alphabetical Index of Occupational Titles (DOT pages 965 - 1156) - This part arranges the job titles and codes in alphabetical order and gives complete nine-digit codes for all titles.
- Occupational Titles Arranged by Industry Designation (DOT pages 1157 - 1361) - This part arranges DOT titles and codes according to industry.

Activity # 12 continued page 2 Name ______________________

To help you become more familiar with the system, we will look at the occupational information relating to a high school shop teacher.

- In the Alphabetical Index section of the DOT on page 1136, we find the following:

TEACHER, DRAMA (education) 150.027-014
teacher, dramatics (education) 150.027-014
teacher, driver education (education) 099.223-010
TEACHER, EARLY CHILDHOOD EDUCATION (education) 092.227-018
teacher, educable mentally retarded (education) 094.227-022
teacher, educationally handicapped (education) 094.227-010
TEACHER, ELEMENTARY SCHOOL (education) 092.227-010
teacher, exceptional children (education) 094.227-018
TEACHER, HANDICAPPED STUDENTS (education) 094.227-018
teacher, high school (education) 091.227-010
TEACHER, HOME (education) Term
TEACHER, INDUSTRIAL ARTS (education) 091.221-010
TEACHER, INSTRUMENTAL (education) 152.021-010
TEACHER, JUNIOR COLLEGE (education) 090.227-010
TEACHER, KINDERGARTEN (education) 092.227-014
TEACHER, LIP READING (education) 094.224-010
TEACHER, MENTALLY RETARDED (education) 094.227-022
TEACHER, MUSIC (education) 152.021-010

- The 091 part of the DOT code identifies the occupational group and tells you where to find the definition of the job title in the Occupational Group Arrangement part of the DOT. On page 67 of the DOT we find the following:

091.221-010 TEACHER, INDUSTRIAL ARTS (education) shop teacher.
Teaches students basic theory and assists in development of manipulative skills in industrial arts: Lectures, illustrates, or demonstrates to teach proper use of shop tools and machines, safety practices, and theory as applied to industrial arts. Teachers specialize in one or more areas, such as woodworking or metalworking, electricity, graphic arts, or mechanical drawing.

- The last three digits of the code -010 are used to differentiate between occupations that have the same first six digits.

- The (education) part of the title indicates the industry designation of the job title. Other job titles in education can be found on pages 1221 - 1223 of the DOT.

- The middle three digits of the code .221 identify the Data, People, and Things aspects of the occupation.

Activity-# 12 continued page 3 Name

091.221-010

Data People Things

The fourth digit 091.221-010 - The underlined 2 tells us that the teacher analyzes data. Page 6 of this activity describes the Data codes. Read what it says about Data 2.

The fifth digit 091.221-010 - The underlined 2 tells us that a teacher instructs people. Page 7 of this activity describes the People codes. Read what it has to say about People 2.

The sixth digit 091.221-010 - The underlined 1 tells us that a shop teacher works with tools. Page 8 of this activity describes the Things codes. Read what it has to say about Things 1.

Directions:

Use the fourth edition of the DOT and the Data, People, Things codes on pages 6, 7, and 8 of this activity to answer the following questions:

1. Find the nine digit DOT code number for each of the following occupations:

a. Belly Inspector
b. Fur Blower
c. Hand Folder
d. Bottom Buffer
e. Warp Coiler

2. Find the Occupational Titles to go with the following DOT codes:

a. 583.687-022
b. 706.684-050
c. 379.167-010
d. 584.685-022
e. 072.101-010

Activity # 12 continued page 4 Name ______________________________

3. Find information about your current job in the DOT.

a. DOT Job Title ______________________________

b. DOT code ______________________________

c. Data Code ________

d. Briefy explain the extent to which you work with data on your current job.

____

____

____

e. People Code ________

f. Briefly explain the extent to which you work with people on your current job.

____

____

____

g. Things Code ________

h. Briefly explain the extent to which you work with things on your current job.

____

____

____

4. Does the job description in the DOT accurately tell about your job?

Yes _______ No __________. If not, what is the difference between what the DOT says and what you do on the job? ______________________________

____

____

5. Read through the Data, People, and Things codes on pages 6, 7, and 8 of the activity. Circle the two codes in each area that are most appealing to you.

- Data 0 1 2 3 4 5 6
- People 0 1 2 3 4 5 6 7 8
- Things 0 1 2 3 4 5 6 7

Activity # 12 continued page 5 Name ______________________________

6. List at least three occupations and their DOT codes that you are interested in, are currently preparing for, or are applying for in the near future.

DOT Job Title	DOT Code
a. ______________________	______________________
b. ______________________	______________________
c. ______________________	______________________

7. Compare the Data, People, and Things codes that were most appealing to you as indicated in question # 5 to the Data, People, and Things code you listed next to the occupations in question # 6.

a. How many occupations had close matches? ____________

b. Which occupation had the closest match? ______________________

8. Using the Industry Designation section of the DOT as a guide, select six more occupations from industries that interest you and match your Data, People, and Things preferences indicated in question # 5.

a. ______________________ d. ______________________

b. ______________________ e. ______________________

c. ______________________ f. ______________________

9. How can understanding the Data, People, and Things relationship of occupations help you in making decisions about future job choices?

____

____

____

Name ______________________

DATA, PEOPLE, and THINGS

DATA Data refer to the information, knowledge, and concepts gained by observing, investigating, interpreting, visualizing, and mentally creating. Data include such things as numbers, words, symbols, ideas, concepts, and what people say.

0- Synthesizing: Bringing together data to draw conclusions and discover facts

1- Coordinating: Using meaningful information to decide the time, and place, and in what order something should be done

2- Analyzing: Examining data and finding their value that often involves presenting alternative actions.

3- Compiling: Gathering and putting together information and data as well as reporting results and/or doing what is indicated

4- Computing: Doing arithmetic and/or carrying out the action the arithmetic indicates

5- Copying: Rewriting/transferring information from one place to another

6- Comparing: Examining information in order to observe similarities and differences in Data, People, and Things

Activity # 12 continued page 7 Name ______________________________

DATA, PEOPLE, and THINGS

PEOPLE Human beings; also includes animals when they are dealt with on an individual basis as human beings

0- Mentor: Working with people to advise, counsel, or guide them in regard to solutions to their problems

1- Negotiate : Discussing and exchanging information, ideas, and opinions to arrive at conclusions and/or solutions

2- Instructing: Teaching, training, and instructing others (including animals) through explanation, demonstration, and supervised activities

3- Supervising: Deciding what needs to be done and explaining the procedures to workers and directing the work activities

4- Diverting: Amusing or entertaining people

5- Persuading: Convincing others or talking people into buying something or agreeing with your point of view.

6- Speaking - Signaling: Communicating with others or talking or signaling to give or exchange information.

7- Serving: Responding or attending to the needs or wishes of others (including animals)

8- Taking Instructions: Helping, assisting, and cooperating in accomplishing a task

Name ______________________

DATA, PEOPLE, and THINGS

THINGS Inanimate objects; not human beings, things or substances or materials; machines, tools, equipment, and products

0- Setting Up: Adjusting machines or equipment by replacing or modifying parts on a machine to allow it to function properly

1- Precision Working: Working to exact standards by selecting proper tools, equipment and procedures and/or making careful and accurate adjustments

2- Operate - Control: Starting, stopping, controlling, and adjusting machines as they make a product or complete a task that involves making adjustments of valves and controls as a result of readings on gauges, dials, etc.

3- Driving - Operating: Using judgment when starting, stopping, steering, and controlling machines that move people and things and need to be guided

4- Manipulating: Moving, guiding, and placing objects and/or materials by properly selecting and using body movements, tools, or devices

5- Tending: Starting, stopping, observing, and adjusting machines in response to gauges, lights and other indicators that involve little judgment in making these decisions

6- Feeding - Offbearing: Inserting, throwing, dumping, or placing materials in or removing them from machines which are automatic or run by someone else

7- Handling: Following directions closely in order to move or carry materials or objects with or without hand tools

Activity # 13 TITLE: Interviewing an Entrepreneur

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

Activity is designed for students who in the future are considering going into business for themselves. (# 2)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student needs time outside of classroom to complete assignment.

Main Idea

To make individuals aware of what it takes to run a business and to develop an action plan (questions # 2, 3, 4 and 5)

Employer Participation

Ask employers how they learned about the industry to which their business belongs.

Coordinator Notes

Activity # 13 Name ____________________________

TITLE: Interviewing an Entrepreneur

It is the dream of many to own their own business ---- to be an entrepreneur. For some, the thought of owning their own business will always be just a dream. They never learned how to plan or start a business or even what it is like to be entrepreneur. Now that you are part of the work force, you can begin to learn about owning a business from your daily job observations, experiences, and training. In addition, you can begin to get a greater insight into running your own business by interviewing an entrepreneur.

In general, successful entrepreneurs have the following advice for those interested in owning and managing their own business:

- Be sure to have the stamina, enthusiasm, effort, and willingness to work hard.
- Get experience in the field and/or industry in which you intend to open your business.
- Study the field carefully. If there's no market for your product or service, it doesn't matter how hard you work because your business won't succeed.
- Learn from professionals. Rely on accountants for financial advice and attorneys for legal advice.
- Observe how your competitors operate their businesses.
- Identify courses, training, publications, consultants, and experiences that are available to assist you.

Directions:

1. Interview an entrepreneur. Use pages 2 and 3 of this activity to summarize his or her remarks. Page 2 contains four questions for you to ask. Page 3 should be used to summarize your own questions.

Activity # 13 continued page 2 Name ____________________

Interview Questions and Summaries

a. How did you decide to sell the product or service your business provides?

b. What type of training and/or experience did you have in this field before owning your business? ____________________

c. What do you like most about being an entrepreneur?

d. What are some disadvantages of owning your own business?

Activity # 13 continued page 3 Name ______________________________

Interview questions and summaries continued

e. Your own question - ______________________________

f. Your own question - ______________________________

2. What can you do to further your investigation into being an entrepreneur?

3. How are you going to do it? ______________________________

4. When are you going to do it? ______________________________

5. How will you know when you've done it? ______________________________

Activity # 14 TITLE: Can You Make a Business Go?

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

Activity is designed for students who in the future are considering going into business for themselves. (# 2)

Methods

Individual activity

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

To make individuals aware of what it takes to run a business and to develop an action plan (questions # 4, 5, 6, and 7)

Employer Participation

Ask employers what they think is the most important quality people should have to open their own business.

Coordinator Notes

Activity # 14 Name ______________________________

TITLE: Can You Make a Business Go?

It takes a certain kind of person to get a business started and to make it go. Are you that type of person? That might be impossible to answer now because you are still maturing as a person. The purpose of this activity, therefore, is not to determine if you are ready to open your own business today, but instead it is designed to accomplish the following:

- To make you aware of the qualities and characteristics a person needs to be an entrepreneur
- To evaluate yourself in regard to the qualities and characteristics needed to be successful in your own business
- To determine what you can do now to better prepare yourself for owning and managing your own business in the future

Directions: Answer the following questions:

1. Complete the survey on page 3 of this activity.

2. List those areas from the survey that you checked in the third box.

____

____

____

____

____

3. From your list in the above question, select one area that is most crucial for your development now.

____

4. What are you going to do about it?

____

____

____

Activity # 14 continued page 2 Name ______________________________

5. How are you going to do it?

____

____

____

6. When are you going to do it?

____

7. How will you know you have done it?

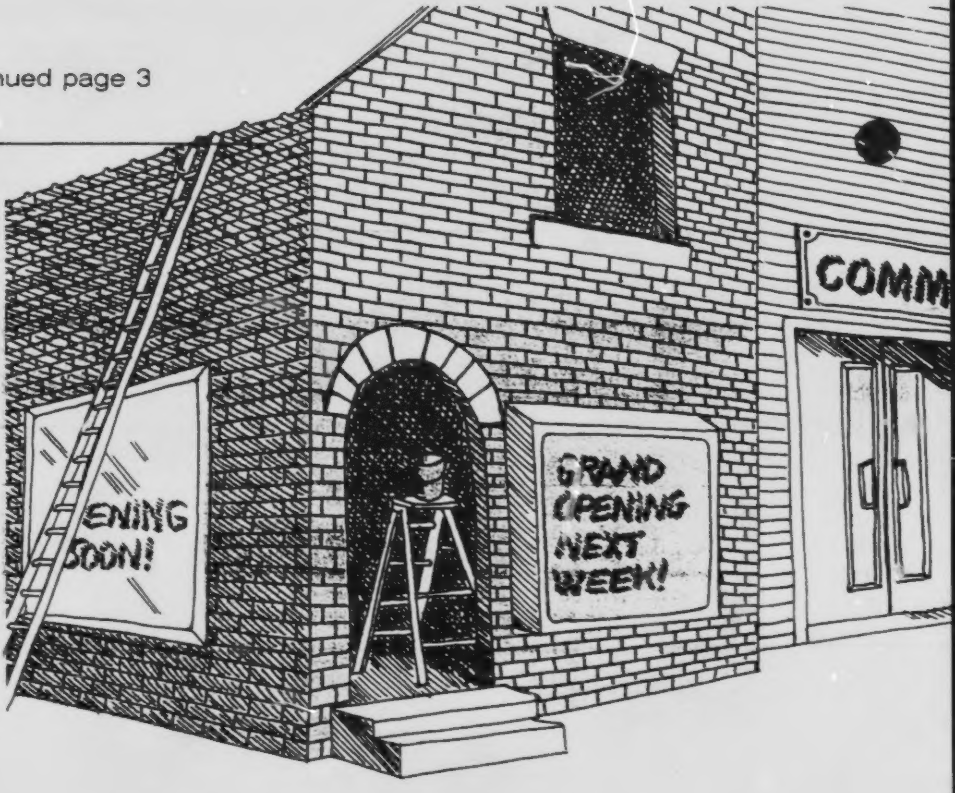
____

____

____

Activity # 14 continued page 3

Name ______________________________



Under each question, check the answer that says what you feel or comes closest to it. Be honest with yourself.

Are you a self-starter?

☐ I do things on my own. Nobody has to tell me to get going.
☐ If someone gets me started, I keep going all right.
☐ Easy does it. I don't put myself out until I have to.

How do you feel about other people?

☐ I like people. I can get along with just about anybody.
☐ I have plenty of friends—I don't need anyone else.
☐ Most people irritate me.

Can you lead others?

☐ I can get most people to go along when I start something.
☐ I can give the orders if someone tells me what we should do.
☐ I let someone else get things moving. Then I go along if I feel like it.

Can you take responsibility?

☐ I like to take charge of things and see them through.
☐ I'll take over if I have to, but I'd rather let someone else be responsible.
☐ There's always some eager beaver around wanting to show how smart he is. I say let him.

How good an organizer are you?

☐ I like to have a plan before I start. I'm usually the one to get things lined up when the group wants to do something.
☐ I do all right unless things get too confused. Then I quit.
☐ You get all set and then something comes along and presents too many problems. So I just take things as they come.

How good a worker are you?

☐ I can keep going as long as I need to. I don't mind working hard for something I want.
☐ I'll work hard for a while, but when I've had enough, that's it.
☐ I can't see that hard work gets you anywhere.

Can you make decisions?

☐ I can make up my mind in a hurry if I have to. It usually turns out O.K., too.
☐ I can if I have plenty of time. If I have to make up my mind fast I think later I should have decided the other way.
☐ I don't like to be the one who has to decide things.

Can people trust what you say?

☐ You bet they can. I don't say things I don't mean.
☐ I try to be on the level most of the time, but sometimes I just say what's easiest.
☐ Why bother if the other fellow doesn't know the difference?

Can you stick with it?

☐ If I make up my mind to do something, I don't let *anything* stop me.
☐ I usually finish what I start—if it goes well.
☐ If it doesn't go right away, I quit. Why beat your brains out?

How good is your health?

☐ I *never* run down!
☐ I have enough energy for most things I want to do.
☐ I run out of energy sooner than most of my friends seem to.

Now answer question 2
on page 1 of this activity

Survey taken from U.S.
Department of Labor
Occupational Outlook
Quarterly - Winter 1979

Activity # 15 TITLE: Developing an Action Plan

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for students who indicate they do not plan in a way that allows them to reach their goals. (# 3)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student will probably need more than one classroom period to complete this assignment.

Main idea

If a person is going to reach a goal, he or she needs an action plan.

Employer Participation

Ask employers if they help their employees set goals and action plans.

Coordinator Notes

Activity # 15 Name ______________________________

TITLE: Developing an Action Plan

By making use of a process that considers the steps necessary to reach your goals, you can develop an action plan that works. This activity looks at your present performance, separates your strengths and weaknessess, and then lets you focus on how you can improve on your weak areas.

Directions: Read through all of the steps in this activity; then start at step one and complete the activity.

Step One

1. List five of your present work duties on the chart below. Indicate the extent to which you feel you have performed your work duties. Using the chart below, check (✓) the appropriate number for each job duty between 1 (outstanding performance) and 5 (needs improvement).

Work Duties	Outstanding Performance			Needs Improvement	
	1	2	3	4	5
a. ____________					
b. ____________					
c. ____________					
d. ____________					
e. ____________					

Step Two

2. List three work duties that you feel if improved or learned would serve as a positive step towards earning a raise, a promotion, or letter of recommendation.

a. ______________________________

b. ______________________________

c. ______________________________

Activity # 15 continued page 2 Name ______________________________

Step Three

3a. What will happen if you do not improve in these areas?

____

____

____

3b. What do you think will happen if you show improvement in these areas?

____

____

____

Step Four

4a. Are you ready to make a total commitment to your action plan?

Yes _______ No _______ If your answer is yes, go to step five. If your answer is no, state your reasons and give an indication of when you will be able to make a total commitment in question 4b.

4b. Explain your reasons. ______________________________

____

____

4c. When will you make a commitment? ______________________

____

____

Step Five

Now that you have identified what it takes to get ahead, let's plan ahead.

5a. What are you going to do? ______________________________

____

____

Activity # 15 continued page 3 Name ______________________

5b. How are you going to do it? ______________________

5c. When are you going to start? ______________________

5d. How will you know when you have succeeded in reaching your goals?

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Activity # 16 TITLE: Preparing for the Future by Improving Now

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity is designed for students who are dissatisfied with their present job and who are looking for a job that better suits them (# 1)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student will need more than one classroom period and time outside class to complete activity.

Main Idea

To help students learn a process that will allow them to continually improve

Employer Participation

Ask employers what qualifications they look for in a full-time employee but that they don't require from a student employee.

Coordinator Notes

Activity # 16 Name ________________________________

TITLE: Preparing for the Future by Improving Now

Two types of skills are learned on the job, technical and employee. The technical skills allow you to do your work on the job and include such skills as knowing how to weld, make bookkeeping entries, fix engines, sell products, etc. Employee skills, on the other hand, are those that help you be a better person on the job. The employee skills are normally attitudes and habits, such as being considerate of fellow employees, keeping an optimistic outlook, being a good listener, following instructions, etc.

Technical skills are needed to keep your present job, and they may be used as a basis for getting your next job. Employee skills are needed to keep your present job, and they are always used to get the next "better" job.

This activity is designed to help you identify some of your weak skill areas and develop a plan to improve in these areas.

Directions: Answer the questions below and on the following pages:

1. Rate yourself in each skill area using the Skill Rating Chart on page 2 of this activity.

2. Any skill area you did not rate either always or usually needs improvement. However, taking on more than one or two skill areas to improve on at any one time has been proven to be fatal. So select one skill area to improve upon and write it here. ____

3. Use the lines on the top of page 3 of this activity to answer this question. Write a short statement telling how you, within the next two weeks, could get this skill from the sometimes, some improvement needed, or vast improvement needed columns into the always or, at least, usually columns.

Activity # 16 continued page 2 Name ____________________

Work Experience Education
Skills Rating Chart

Employee Skills	Always	Usually	Sometimes	Some Improvement Needed	Vast Improvement Needed	For Coordinator Use
- Do the reading, writing, and math skills properly.						D
- Appearance is appropriate for job tasks.						E
- Have the physical stamina to perform job tasks.						H
- Am motivated to learn, improve, and advance on job.						L
- Can be counted upon to get the job done.						M
- On time for work.						N
- Cooperate with other employees.						O
- Try to please all customers.						P
- Support company by being faithful, honest, and loyal.						Q
- Able to start job assignment without direction.						R
- Make that extra effort to get the job done right.						S
- Feel a sense of pride about the results of your efforts on the job.						T
- Have confidence in my ability to do a job.						V
Technical Skills						
- Understand how job tasks support the purpose of the business.						F
- Understand how your job contributes to the profit of the business.						G
- Discuss job related ideas and information clearly.						AA
- Write notes and messages clearly.						BB
- Follow directions of your supervisor/employer.						CC
- Complete job assignments on time and accurately.						DD
- Have the skills to do job effectively.						EE
- Follow written and unwritten rules of the company.						FF
- Make effective decisions on the job.						II
- Set short range goals on job and achieve them.						JJ

Activity # 16 continued page 3 Name ______________________________

Question # 3 continued ____

____

____

____

____

4. To keep track of your progress, write a short note each day for the next few weeks to indicate how you're doing. When you feel you've made it to the always or usually column, you may quit writing notes below and go to question # 5.

Day	Date	Progress
Mon.		
Tues.		
Wed.		
Thur.		
Fri.		
Sat.		
Sun.		
Mon.		
Tues.		
Wed.		
Thur.		
Fri.		
Sat.		
Sun.		

Activity # 16 continued page 4 Name ______________________________

Question # 4 continued.

Day	Date	Progress
Mon.		
Tues.		
Wed.		
Thur.		
Fri.		
Sat.		
Sun.		

5. Congratulations, you are now a better employee. When you improved in this one area, which of your other skill areas also showed improvement? List them here.

____

____

____

____

6. Which skill areas that need improvement showed no improvement? List them here. ______________________________

____

____

7. Pick one of the skill areas mentioned in question # 6 and go back to question # 3.

Activity # 17 TITLE: Make Up Your Mind - Decisions

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for students who need to learn a decision-making process. (# 4)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

To become aware of the decision-making process and the importance of follow-through

Employer Participation

Ask employers what they do when an employee continues to make poor decisions and/or fails to make any decisions on the job.

Coordinator Notes

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Activity # 17 Name ______________________________

TITLE: Make Up Your Mind - Decisions

Has anyone ever told you to make up your mind and decide? According to our good friends Funk and Wagnall and Webster, to decide is defined as "To bring to an end vacillation, doubt, dispute, etc. . . . . ." In addition it suggests that the form, character, function, scope, etc., of something are precisely fixed. It stresses finality in a decision, often one arrived at by arbitration, and implies the termination of all doubt or controversy after careful investigation or reasoning and implies firmness of intention to carry through a decision.

OR

To make a decision means look before you leap. This means without considering some evidence or information, your actions could be fatal. Before you dive into a pool, shouldn't you consider the possibility that it might be empty or only two feet deep? If after carefully checking the evidence (people splashing, sun reflecting off the surface, life guard on the platform, markings from 3 to 9 feet), you might decide to jump in. An action plan will help you organize getting into the pool.

Directions: Read through the entire activity; then begin with question # 1 and complete the activity.

1. Think of a recent situation in school or on the job that required you to make a decision.

a. What was the situation? ______________________________

____

____

b. Explain how you made that decision. ______________________________

____

____

____

Activity # 17 continued page 2 Name ______________________________

2. Now answer the following questions and respond to the statements regarding the situation and decision you described in question # 1:

a. Get a clear picture of the situation. Include values (how you felt about the situation). What do you expect or want as a result of this situation? What would be the ideal situation?

____

____

____

____

____

____

b. Check out the options. As the old saying goes, "There's more than one way to skin a cat." List the various ways you could have reached the same decision.

Option one: ____

____

____

Option two: ____

____

____

Option three: ____

____

____

Option four: ____

____

____

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Name ______________________________

c. Standards. Whenever you have options, you need to rate them as acceptable or non-acceptable. Each option will have "good" and "bad" aspects. List the good and bad aspects of each option in (b) on page 2 of this activity. Consider goals that must be met, money, time, and the effect on other aspects of your life, etc.

Option one: good aspects - ______________________________

____

____

bad aspects - ______________________________

____

____

Option two: good aspects - ______________________________

____

____

bad aspects - ______________________________

____

____

Option three: good aspects - ______________________________

____

____

bad aspects - ______________________________

____

____

Option four: good aspects - ______________________________

____

____

bad aspects - ______________________________

____

____

Activity # 17 continued page 4 Name ______________________________

d. If any of the options in (c) have aspects that are unacceptable, draw a line through that option. Now look at the remaining options and find the option that is most desirable. Which option is it?

____

____

____

e. Does this option result in the ideal solution you listed in step 2a?

Yes ________ No __________

If your answer is no, look over your options or possibly look for different options by starting back at 2b.

If your answer is yes, go to question # 4.

4. Develop an action plan.

a. What are you going to do? ______________________________

____

____

b. When are you going to do it? ______________________________

c. How are you going to do it? ______________________________

____

____

d. How will you know you've done it? ______________________________

____

____

5. After going through questions 2a to 2e, what changes would you make in your decision? ______________________________

____

____

6. How would your action plan be affected? ______________________________

____

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____

Activity # 20 TITLE: Your Personal File

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity is designed for students who do not have a complete and/or up to date personal file. (#5)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job experiences
- Career Center

Time

Student can complete activity within one classroom period.

Main Idea

A complete, accurate and up-to-date personal file will help people design a resume and fill out applications by organizing their personal information.

Employer Participation

Ask employers if they can recognize job applicants who are organized.

Coordinator Notes

Activity # 20 Name ______________________________

TITLE: Your Personal File

Your personal file should include all the information and records you will need to get yourself the jobs in the future that will meet your career and economic needs. It is important that once you leave the work experience education program, you keep your file organized so that your materials and records can easily be updated. Pages 2 and 3 of this activity contain a Personal File Checklist and Calendar to assist you in keeping your file updated.

Directions:

1. Your Personal File Checklist and Calendar list some of the essential items that make up a personal file. Place a check (✓), in the column headed by a (✓), by those items that you currently have available for your own use.

2. Contact your teacher/coordinator regarding the possibility of getting copies of those items that you did not check in question # 1 above.

3. On your Personal File Checklist and Calendar, list any additional items you feel should be a part of your personal file.

4. Some of the items in your personal file need updating at least once a year. The columns that are headed by the year should be checked once you have updated the item.

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YOUR PERSONAL FILE CHECKLIST AND CALENDAR

Activity # 20 continued page 2

Name ____________

✓	Items Year 19	8	8	8	8	8	8	8
	Personal Data Sheet (# 21)							
	Job Application (# 24)							
	Resume (# 26)							
	Do's and Don'ts of a Job Interview (# 27)							
	The Ten Most Often Asked Interview Questions (# 28)							
	The Results (# 29)							
	Planning to Find a Job (# 31)							
	Likes and Dislikes of Your Job (# 34)							
	Describing Your Job (# 35)							
	Copies of Your Employer Evaluations							
	Copies of Your School Transcripts							
	Letters of Recommendation (# 61)							
	Informing Your Employer (# 62)							
	Copies of Your Letters of Recommendation							
	Getting That Raise (# 71)							
	Getting That Promotion (# 72)							

YOUR PERSONAL FILE

CHECKLIST AND CALENDAR

Activity # 20 continued page 3

Name ____________________

✓	Items Year 19	8	8	8	8	8	8	8

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Activity # 21 TITLE: Personal Data Sheet

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not have a complete or up-to-date Personal Data Sheet. (# 5)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center

Time

Student will need more than one classroom period to complete assignment.

Main Idea

That the Personal Data Sheet will help a person to fill out job application forms accurately and completely and to build resumes.

Employer Participation

Ask employers if they can recognize a job applicant who is organized and what their initial impression of that person is.

Coordinator Notes

Activity # 21 Name ______________________

TITLE: Personal Data Sheet

Most jobs today require some kind of application form. These forms come in many styles. Some have a simple, single-page format; others are complex, multi-page forms. The simple forms are usually applications for low paying and/or temporary jobs, while the more complex forms are usually for better paying and more "permanent" jobs.

Many of the questions asked on the application form should be answered long before you actually apply for a job. Since most application forms ask for much of the same information, a Personal Data Sheet is an excellent reference to have with you when you apply for a job. The following Personal Data Sheet is only a start as you begin filling out applications. From time to time, you will be asked to answer questions that you don't have answers for on your Personal Data Sheet. When this happens, get the answer and add it to the Personal Data Sheet.

As time goes on, the information on the Personal Data Sheet should be updated. Having a prospective employer ask you why you listed a dead person as a personal reference would be rather embarrassing.

Directions: The Personal Data Sheet on the following pages will help you to get your facts together. Complete it and use it when you go job hunting.

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Activity # 21 continued page 2 Name ______________________

Personal Section

Name ____
last first middle

Present Address ____

____
city state zip

phone ( ) ______________

Length of time at this address __________ from __________ to __________
(yrs. mo.)

Permanent Address ____

____
city state zip

phone ( ) ______________

Length of time at this address __________ from __________ to __________
(yrs. mo.)

Previous Address ____

____
city state zip

Length of time at this address __________ from __________ to __________
(yrs. mo.)

Previous Address ____

____
city state zip

Length of time at this address __________ from __________ to __________
(yrs. mo.)

Name and phone of person with whom a message can be left

____

In case of emergency notify ______________________________

address ______________________________ phone __________

Activity # 21 continued page 3 Name ______________________

Personal Information Continued.

Age ____________ Date of Birth ______________________

Place of Birth ______________________________________
city county state

Social Security Number ____________________

Driver's License Number ____________________

Height __________ Weight ______________

Color of Eyes ____________ Color of Hair ____________

Are you a citizen of the United States? Yes ________ No ________ If no,

What is the country of your citizenship? ______________________

Marital Status ______________

Number of Dependents __________

Condition of Your Health ( ) excellent ( ) good ( ) fair ( ) poor

List any disabilities that you may have. ______________________

____

List any major diseases that you have had. ______________________

____

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Activity # 21 continued page 4 Name ______________________________

Work Experience

Name of Employer ______________________________

Address ______________________________

____
city state zip

phone ( ) ______________

Type of Business/Product ______________________________

Immediate Supervisor & Title ______________________________

Starting date ______________ Date left ______________
month year month year

Starting Salary $______________ Finishing Salary $______________

Date of last raise ______________

Your Job Title/Position ______________________________

Description of Your Job Duties ______________________________

____

What did you like about your job? ______________________________

____

____

What did you dislike about your job? ______________________________

____

____

Reasons for Leaving ______________________________

____

____

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Activity # 21 continued page 5 Name ______________________________

References

References are often called the same day you fill out an application. Therefore, they should be contacted and asked if their name could be given as a positive reference to your character, experience, and qualifications. Before you fill out the application, you should have the following information on each personal reference:

Name ____
Business ____
Address ____
City ______________________ State ______ ZIP __________
Phone (___)______________ Years Acquainted ______________
Occupation ____
Hours/Days they can be reached by phone ______________________
____

Name ____
Business ____
Address ____
City ______________________ State ______ ZIP __________
Phone (___)______________ Years Acquainted ______________
Occupation ____
Hours/Days they can be reached by phone ______________________
____

Name ____
Business ____
Address ____
City ______________________ State ______ ZIP __________
Phone (___)______________ Years Acquainted ______________
Occupation ____
Hours/Days they can be reached by phone ______________________
____

Activity # 21 continued page 6 Name ______________________________

Education

Check the last year completed ( ) 9 ( ) 10 ( ) 11 ( ) 12

High School ____

Address ____

City ______________________ State ______ ZIP __________

Dates Attended From ______________ to ________________

Graduate in ______________ Grade Point Average __________

Major Subjects ____

Vocational Courses ____

Skills ____

Other High Schools Attended ________________________________

____

____

Junior High School/Middle School ____________________________

____

Grammar/ Elementary ____

____

Planning to attend college? Yes _____ No _______

If yes, full-time __________ part-time _________ Major ____________________

Military

Member of Reserve? Yes ______ No ______

____

____

Activity # 21 continued page 7 Name ______________________

Other

Volunteer

Extra Curricular Activities

Honors/Awards

Interests/Hobbies

Activity # 22 TITLE: Sources of Job Information

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed primarily for students who are not familiar with sources of job information. (# 6)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- Career Center
- Community contacts/resources

Time

Student will need time outside of classroom to complete assignment.

Main Idea

The more employer contacts one makes, the better the chances of getting a job that meets one's economic and career needs (question # 9)

Employer Participation

Ask employers how full-time jobs at their places of business are advertised.

Coordinator Notes

Activity # 22 Name ______________________________

TITLE: Sources of Job Information

Too many people accept "work" rather than a job. Sometimes they do so because of financial necessity. They do not even consider personal and career opportunities. Others make very little effort to find a job and usually accept the first one that comes along. After a short time, they become unhappy and quit, and they need to look for "work" again.

Your chances of getting a job that will meet your current financial needs and provide you with some personal and career opportunities are much greater if you are in a position to choose a job from at least a couple of offers. To be in this position takes organization, planning, and an effort on your part to contact a number of potential employers.

There are many sources of job information that will allow you to build a list of potential employers.

- Your own knowledge of the community and your experiences in the world of work can provide you with a start of a list of employers. Some good jobs may be available where you are presently working. Have you asked? Do you know people from other companies that have done business with your present company?
- Your friends and relatives may have some leads for you.
- The yellow pages of the phone book may provide some additional ideas.
- Look for industries that are of interest to you. What types of businesses hire people with your occupational skills?
- The want ads in the local newspapers can provide a number of leads.
- Check with your school career center, placement office, work experience education coordinator, vocational teachers, or counselors for any leads or contacts.
- Other sources of job information come from:
    - Local and State Employment Offices
    - Federal Job Information Centers
    - Unions
    - Private Employment Agencies

Activity # 22 continued page 2 Name ______________________________

Directions: To help develop a list of potential employers, answer the following questions:

1. From your own knowledge and experience, list some employers that you would consider contacting for a job.

2. What leads or contacts have you received from your friends and relatives?

3. List those employers that you discovered by going through the yellow pages of the phone book.

4. List those employers that you found in the want ads of the newspapers.

5. List the newspaper want ads that you read.

Activity # 22 continued page 3 Name ______________________________

6. List those employer contacts that you recieved from school sources.

____

____

____

7. What other sources of job information did you use?

____

____

____

8. List those employer contacts that you received from the other sources listed above in question # 7.

____

____

____

9. Review the potential employers you have named on pages 2 and 3 of this activity, and list the six employers you plan to contact first.

____

____

____

____

____

____

Activity # 23 TITLE: The First Contact

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who will be contacting potential employers in the near future. (# 7)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student will probably need more than one classroom period to complete assignment.

Main Idea

A good first contact and impression will help a person secure a job; be prepared.

Employer Participation

Ask employers how first contacts are usually made at their place of business.

Coordinator Notes

Activity # 23 Name ______________________________

TITLE: The First Contact

Three primary ways to make the first contact with an employer are in-person, by phone, and by letter.

In-Person Contacts

Apply for a job at the personnel department of a business. The offices are open during the usual business hours. Be sure to come prepared with your personal data sheet, which you will need to complete an application for employment correctly and accurately. When you enter the office, introduce yourself and then say something like, "I am interested in a (job or job area) . Are you accepting applications at this time?"

Many small businesses do not have personnel departments. In these situations, you need to visit the business, introduce yourself, and ask who you should see about a job. Never call on potential employers during a busy period, during lunch, or at closing time. Find out when the business has some slack time and the employer may not be busy. Be prepared with your personal data sheet. If you do not see the employer in person, it might be a good idea to leave a personal note attached to your application. Keep this note short, neat, and to the point. Include your name; your school, if appropriate; date you can begin work; salary range; and way to contact you. The following is an informal note:

> I am attending Footview College, and I am available for work from noon on each week day and all day on Saturdays. I am interested in a job related to accounting. A salary range from $4.00 to $5.00 an hour would be acceptable.
>
> Mary Norton
> Mary Norton
> 555-8764

Activity # 23 continued page 2 Name ____________________

Phone Contacts

You should use the phone to initiate a contact only when requested by the employer. The want ad shown below is an example:

COMPUTER OPERATOR Honeywell Level 62, 1 yr exper, good benefits, salary open. E. Bay Toy wholesaler. Call Mr Price 276-5033	In response to this ad, you would ask for Mr. Price, introduce yourself, and say, "I am calling about the computer operator job that was advertised in yesterday's Tribune."

Going through the telephone book and calling one business after another are not recommended. This approach gives the employer the impression that you are lazy and only interested in "work," not a meaningful job. Employers want people that are really interested in working for them. A personal visit to apply for a job is expected by most businesses.

Letters of Application

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following situations:

- You need a part-time job in another city or state where you will be attending school.
- You are attending school away from home and need a summer job.
- You are applying with a number of companies in many areas.
- You need a cover letter for mailing resumes.
- You are answering a want ad that requests information to be sent by mail.

If you are looking for a job in another part of the country, you might consider the following:

- Check the yellow pages of the phone book in that area.
- Contact the local chamber of commerce of the area.
- Visit your public library and ask for references on businesses.

Name ______________________

The following guidelines may help you write a letter of application:

- Type neatly.
- Use a good grade of letter-size typing paper.
- Address your letter to a specific person.

Learn the name of the person who will receive a letter of application, phone the company, and ask "Who do I write regarding employment possibilities?" Be sure to have paper and pencil available and get the correct spelling.

- State exactly the kind of job you are seeking and/or why you are applying at this particular firm.
- Include information about how you can be contacted.
- Be clear, brief, and businesslike.
- Enclose a resume.

Letters of application will vary considerably depending on the circumstances in which they are used. A sample letter of application is found on page 7 of this activity.

Directions: Answer the following questions about making the first contact with an employer, and be prepared to share your answers:

1. When applying for a job, when is the best time to call upon a small business that does not have a personnel department? ______________________

____

____

2. In looking for job leads, why is it not recommended that you go through the yellow pages, calling one business after another and asking each one whether any job openings exist? ______________________

____

____

3. When are phone calls usually used to make the first contact with a company?

____

Activity # 23 continued page 4 Name ____________________

4. Richmond Refinery, located at 270 Emblem Way in Richmond, California, placed the following ad in last Sunday's Tribune. Assume that you are going to apply for the job as key punch operator. How would you make your first contact? Give your answer below:

TYPIST FILE CLERKS
KEY PUNCH OPERATORS
REMOTE JOB ENTRY OPERATORS AND REGISTERED NURSE

Richmond Refinery offers full time career positions with excellent benefits and challenging opportunities:

for

TYPIST FILE CLERKS with a minimum of 2 years recent office experience and able to pass a typing test at 60 wpm on a Selectric typewriter. Starting salary is $954.00 to $1001.00 per month depending upon applicable qualifications.

KEY PUNCH OPERATORS with a minimum of 2 years recent electronic data processing experience and able to pass key entry test at 10,000 strokes per hour. (IBM-129 or equivalent key disk experience is required.) Starting salary is $954.00 to $1001.00 per month depending upon applicable qualifications.

REMOTE JOB ENTRY OPERATORS with a minimum of 3 years recent electronic data processing experience. (OS 168-JCL experience preferred.) Starting salary is $1240.00 per month.

REGISTERED NURSE for in-plant emergency care. Must be a registered nurse, State of California. Clinical or Emergency Room experience preferred. Basic schedule is 8 hours a day, Monday thru Friday, between 6 A.M. and 6 P.M. Starting salary is $19,000.00 annually.

Apply in person, Monday thru Friday, at the Refinery Employment Office
between the hours of 8:00 a.m. to 11:00 a.m. ONLY.

EQUAL OPPORTUNITY EMPLOYER

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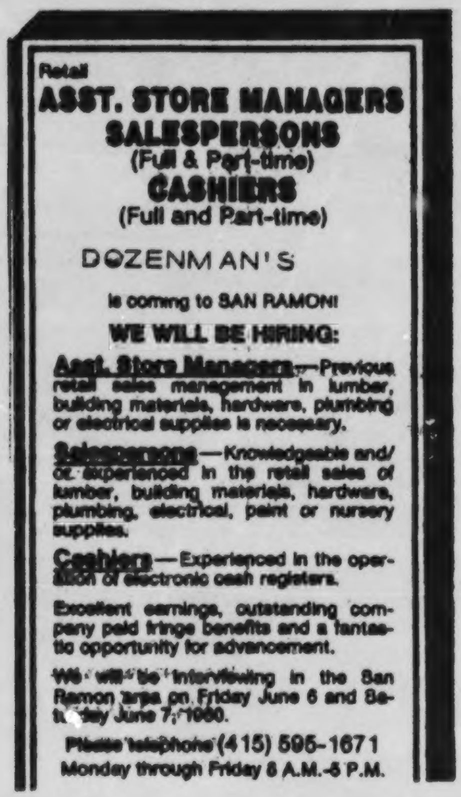
Name ______________________________

5. Dozenman's placed the following ad in last Sunday's Tribune. Assume that you are going to apply for the job as cashier. How would you make your first contact? Give your answer below.



Retail

ASST. STORE MANAGERS

SALESPERSONS

(Full & Part-time)

CASHIERS

(Full and Part-time)

DOZENMAN'S

is coming to SAN RAMON!

WE WILL BE HIRING:

Asst. Store Managers—Previous retail sales management in lumber, building materials, hardware, plumbing or electrical supplies is necessary.

Salespersons—Knowledgeable and/or experienced in the retail sales of lumber, building materials, hardware, plumbing, electrical, paint or nursery supplies.

Cashiers—Experienced in the operation of electronic cash registers.

Excellent earnings, outstanding company paid fringe benefits and a fantastic opportunity for advancement.

We will be interviewing in the San Ramon area on Friday June 6 and Saturday June 7, 1980.

Please telephone (415) 595-1671
Monday through Friday 8 A.M.-5 P.M.

____

____

____

____

____

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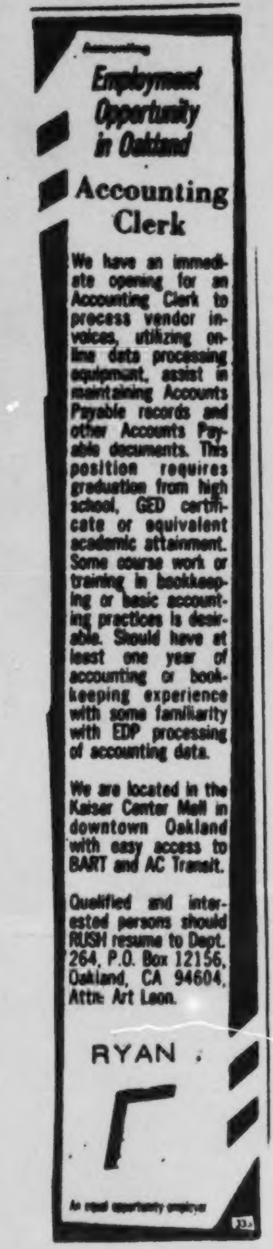
Activity # 23 continued page 6 Name ______________________________

6. Ryan Associates placed the accounting clerk ad in the Sunday Tribune. Assume you are applying for this job. Write a cover letter to Mr. Leon on a separate sheet of paper. Do not prepare a resume for this question.



Employment Opportunity in Oakland

Accounting Clerk

We have an immediate opening for an Accounting Clerk to process vendor invoices, utilizing on-line data processing equipment, assist in maintaining Accounts Payable records and other Accounts Payable documents. This position requires graduation from high school, GED certificate or equivalent academic attainment. Some course work or training in bookkeeping or basic accounting practices is desirable. Should have at least one year of accounting or bookkeeping experience with some familiarity with EDP processing of accounting data.

We are located in the Kaiser Center Mall in downtown Oakland with easy access to BART and AC Transit.

Qualified and interested persons should RUSH resume to Dept. 264, P.O. Box 12156, Oakland, CA 94604, Attn: Art Leon.

RYAN

An equal opportunity employer

4752 Washington Avenue
Newark, CA 94560
(today's date)

Mr. Albert C. Wilson
Personnel Director
Sampson & Sampson
Columbia, MO 65201

Dear Mr. Wilson:

I have just learned that, starting next fall, I have been accepted by the School of Business of the University of Missouri. I will be majoring in accounting.

I am interested in working part time for your company in the Accounting Division. I enjoyed working as a bookkeeper during my senior year in high school. This is one of the main reasons I decided on accounting as a career objective.

For your review, I am enclosing a resume of my qualifications. I will be visiting the school the week of June 25th and would appreciate an interview at that time.

Yours truly,

John Roberts

John Roberts

Enclosure

Phone: (415) 555-8746

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Activity # 24 TITLE: Job Application

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for any student who has not properly or completely filled out a job application form. (# 8)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job experiences
- Community contacts/resources

Time

Student will need more than one classroom period to complete assignment.

Main Idea

A properly and completely filled out job application will give a person looking for a job an advantage over an applicant who has not properly filled out an application.

Employer Participation

Ask employers for copies of their application forms so students will see a wide range of applications.

Coordinator Notes

Activity # 24 Name ______________________

TITLE: Job Application

A job application is usually your first contact with what could become your new place of employment. MAKE IT COUNT !!! If your application is neat, accurate, and complete, prospective employers will feel that you are a well-organized person and would be an asset to their business. Remember, you are competing for a job against a large number of other people. Being able to fill out an opplication properly could be the factor that will get you an interview instead of someone else.

Directions: Read the information about completing a job application, and answer the questions required.

General Guidelines

- Have your Personal File (Activity # 20) updated and with you for information.
- Read the entire application before starting to complete the form. This will give you an overall idea of what information the application is seeking.
- Spelling must be correct.
- Printing must be easily readable and in pen.
- Neatness is required.
- Ideas must be simple, exact, and self-explanatory. (Activities # 34 and # 35)

General Rules of Employment Applications

- Write the answers as if you were presenting yourself to someone you've never met, and this application will serve as a word descripton of yourself.

Activity # 24 continued page 2 Name ______________________________

- As you go through each section of the employment application, write out the best possible answer for each question, using this activity information as a guide.

Personal Information

- Besides your present name, you will often be asked to list all the names you have used. For example, Clark Kent would also be Superman.
- Give your present, previous, and permanent address. P.O. boxes are generally not acceptable. Be sure to use ZIP codes.
- Phone numbers with area codes are essential.
- Phone numbers where a message can be left for you is often required.
- In case of an emergency notify ______________ number.
- Other numbers include the following:
  - Driver's License
  - Social Security
  - Car licenses
  - Passports

I. Complete the following [illegible]rt of an employment application:

NAME ________________________________ **SOCIAL SECURITY NO.** ____________ **DATE** ___ ________ 19____
Last First Middle

PRESENT ADDRESS ________________________________ **PHONE** ____________
No. Street City State Zip Code

PERMANENT ADDRESS IF DIFFERENT ________________________________ **PHONE** ____________
No. Street [illegible]ty State Zip Code

LAST PREVIOUS ADDRESS ________________________________
No. Street [illegible] State Zip Code

IN EMERGENCY NOTIFY ________________________________
Name Street City State Phone

GENERAL	SECURITY	AFFIRMATIVE ACTION (Optional)
Are you at least 18 years of age? ☐ YES ☐ NO Are you under the age of 65? ☐ YES ☐ NO	Are you a U.S. Citizen ☐ YES ☐ NO If no, indicate present immigration status and alien registration number ____________ ____________ ____________	Handicapped ☐ YES ☐ NO Nature of handicap? ____________ Disabled veteran ☐ YES ☐ NO Nature of disability ____________ Vietnam ERA veteran ☐ YES ☐ NO From: ________ To: ________ Dates served

Activity # 24 continued page 3 Name ______________________________

Work Availability Information

Most applications will go to great extent to find out if you really want the job by asking these types of questions about your availability to work:

- Are you at least 18 years of age?
- If you are not 18, can you get a work permit?
- Are you under 65 years of age?
- What positions are desired?
- What dates are you available?
- What salary is expected?
- What shift can you work permanently?
- Are you available for overtime work? Regular shift? Weekends?
- Do you have your own transportation?
- If not, what methods of transportation will you use?
- Do you have any friends or relatives working for us? If so, give the name and relationship.
- Have you ever worked for us before? If so, when?
- Do you have any physical or mental disabilities that should be considered in the work for which you are applying?
- Are you a U.S. citizen? If not, give the name of your visa?
- Are you willing to travel and/or relocate?

2. Answer the following questions from an employment application that are applicable to you:

Position Desired ______________________ **Date Available** __________ **Salary Expected** ______

Equipment you operate as it applies to your position desired: ______________________

____

____

Referred by: Newspaper __________________ **Other** __________________

Can you work permanently four days a week? **First Shift** __________ **Second Shift** __________

(Manufacturing: 6:30 am - 5:00 pm Office: 7:00 am - 5:45 pm 2nd Shift: 5:00 pm - 3:30 am)

Are you willing and able to work overtime? ______________________________

If applying for part-time employment, list the hours you are available: ______________________

Activity # 24 continued page 4 Name ______________________

3. Answer the following questions from an employment application that are applicable to you:

Social Security No. ....

If you are not a citizen, have you the legal right to remain permanently in the U.S.? ....

Have you served in the U.S. armed forces? .... Branch? ....

Are you over 18 years of age? ....

If not, can you, after employment, submit a work permit? ....

Position Desired .... Date Available .... Salary Expected ....

What shifts can you work permanently? Day ( ), Swing ( ), Grave ( ) Referred by: ....

Are you available to work overtime? .... After regular shift? .... Weekends? ....

Office equipment you operate .... Typing Speed .... Shorthand Speed ....

List any friends or relatives working for us: Name .... Relationship ....

Have you ever been convicted of a crime?.......... If yes, give details ....

If you are applying for a position requiring driving on behalf of the company, please list all traffic violations within the last three years. ....

....

Do you have your own transportation? .... If not, what method of transportation will you use?..........................

Do you have any disability which may limit your ability to perform the job applied for?.......... If yes, describe..........................

....

Notify in Emergency ....
NAME PHONE RELATIONSHIP

....
STREET CITY STATE ZIP

4. Identifying your skill areas on an application often requires knowing your speed, accuracy, names of machines you can operate, and their brand names. Complete the following portion of an employment application:

SPECIAL SKILLS	OFFICE Typing Speed WPM	Shorthand Speed WPM	PBX Switchboard?	Office Machines:
	SHOP: List Tools and Machines Which You Feel Qualified to Use Without Further Training:			
	OTHER: What Other Special Skills or Abilities do You Have?			
	LANGUAGE ABILITY — List Languages You Could Use In Your Work, LANGUAGES: ☐ SPEAK ☐ READ ☐ WRITE			

Activity # 24 continued page 5 Name ______________________

Information about your military service is usually asked in the following way:

MILITARY SERVICE	BRANCH OF SERVICE	DUTIES			DATE OF INDUCTION
	DATE OF DISCHARGE	RANK AT DISCHARGE	TYPE OF DISCHARGE	RESERVE STATUS	PRESENT DRAFT CLASSIFICATION
	BOARD NUMBER AND ADDRESS		ARE YOU A MEMBER OF THE NATIONAL GUARD?		ARE YOU RECEIVING EITHER COMPENSATION OR PENSION?

Education

The name and locations of the institutions you attended and finished, such as grade school, junior high school, high school, college or university, and vocational courses are required.

Usually, the information required includes the following:

- Years completed at each school
- Degrees, licenses, certificates, etc.
- Major courses
- Dates attended
- Vocational and business courses
- Grade point average
- Subjects of special study or research work
- Schools you are attending now

5. Complete the education portion of an employment application on page 6 of this activity.

Activity # 24 continued page 6 Name ______________________________

EDUCATION:

CIRCLE LAST GRADE COMPLETED: GRADE 1 2 3 4 5 6 7 8 9 10 11 12

HIGH SCHOOL LAST ATTENDED	NAME OF SCHOOL	DATES ATTENDED				GRADUATED?		GRADE AVERAGE	MAJOR SUBJECTS
		FROM		TO					
		MO.	YR.	MO.	YR.	YES	NO		
	CITY & STATE								

LIST BELOW YOUR ATTENDANCE AT ALL COLLEGES, TRADE AND MILITARY SERVICE SCHOOLS BEGINNING WITH YOUR MOST RECENT. (ASK FOR A CONTINUATION SHEET IF NEEDED.)

NAME OF SCHOOL	STARTED	LEFT	COURSE OF STUDY
LOCATION		YEARS COMPLETED	GRADE POINT AVERAGE OUT OF
FIELDS OF SPECIALIZATION		DEGREE CONFERRED (GIVE FULL NAME)	
NAME OF SCHOOL	STARTED	LEFT	COURSE OF STUDY
LOCATION		YEARS COMPLETED	GRADE POINT AVERAGE OUT OF
FIELDS OF SPECIALIZATION		DEGREE CONFERRED (GIVE FULL NAME)	
NAME OF SCHOOL	STARTED	LEFT	COURSE OF STUDY
LOCATION		YEARS COMPLETED	GRADE POINT AVERAGE OUT OF
FIELDS OF SPECIALIZATION		DEGREE CONFERRED (GIVE FULL NAME)	

EDUCATION -- ADDITIONAL INFORMATION:

WHAT SUBJECTS ARE YOU STUDYING NOW? WHERE?

DO YOU PLAN TO CONTINUE YOUR EDUCATION? WHAT SUBJECTS? WHERE? WHEN?

COLLEGE SUBJECTS OF GREATEST INTEREST

ACADEMIC OR SCHOLASTIC HONORS WHAT PERCENT OF YOUR COLLEGE EXPENSES DID YOU EARN?

MAJOR EXTRACURRICULAR ACTIVITIES

THESIS SUBJECT

RESEARCH PROFESSOR

INDICATE ANY RESEARCH PROJECT OR PRACTICAL DESIGN YOU HAVE UNDERTAKEN, OR ANY PRODUCT YOU HAVE MADE YOURSELF REQUIRING ORIGINALITY AND APPLICATION OF PROFESSIONAL KNOWLEDGE OR SKILL IN YOUR FIELD.

LIST YOUR PUBLICATIONS OR PATENTS.

Activity # 24 continued page 7 Name ______________________

In recent years, the employment record and data sections have become increasingly specific about the information they are seeking. Use Activity # 34 to help you complete this section.

6. Complete the following part of an employment application, using your current job as a reference or a job that you recently left:

NAME OF EMPLOYER	ADDRESS				TYPE OF BUSINESS
START DATE MO. YR.	DATE LEFT MO. YR.	START SALARY (WK.-MO.-YR.)	FINAL SALARY (WK.-MO.-YR.)	BONUSES OR OVERTIME EARNED	STARTING POSITION FINAL POSITION
YOUR IMMEDIATE SUPERVISOR AND HIS TITLE			REASON FOR LEAVING		
NUMBER AND TYPE OF PEOPLE YOU SUPERVISED					MAY WE CONTACT PRESENT EMPLOYER? YES ☐ NO ☐
WORK YOU PERFORMED (BE SPECIFIC AS TO PROJECTS, ETC.)					
WHAT DID YOU ENJOY MOST ABOUT YOUR JOB?			WHAT DID YOU LEAST ENJOY ABOUT YOUR JOB?		
IF YOU FEEL YOU MADE ANY ORIGINAL OR CREATIVE CONTRIBUTION TO THIS JOB, PLEASE DESCRIBE.					

Activity # 24 continued page 8 Name ______________________

7. Pre-employment inquiries are often the result of your answers to the following questions. Complete the following:

PREEMPLOYMENT INQUIRIES

May we contact your present employer? ☐ Yes ☐ No May we contact you during working hours? ☐ Yes ☐ No

IN THE SPACE BELOW PLEASE LIST THREE PERSONS WHO CAN COMMENT ON YOUR EDUCATIONAL OR JOB RELATED EXPERIENCE.
(DO NOT GIVE RELATIVES OR YOUR EMPLOYERS LISTED ABOVE)

Name ______________________ Occupation ______________________ Phone No 8AM-5PM ______________

Name ______________________ Occupation ______________________ Phone No 8 AM-5PM ______________

Name ______________________ Occupation ______________________ Phone No 8AM-5PM ______________

References, such as the ones named above, are called or written, often the same day you fill out the application. Therefore, they should be contacted and asked if their name could be given as a positive reference to your character, experience, and qualifications. Before you fill out the applications, you should have the following information on each personal reference:

- Name
- Place of employment
- Address
- Phone
- Years acquainted
- Occupation
- Hours/days they can be reached by phone

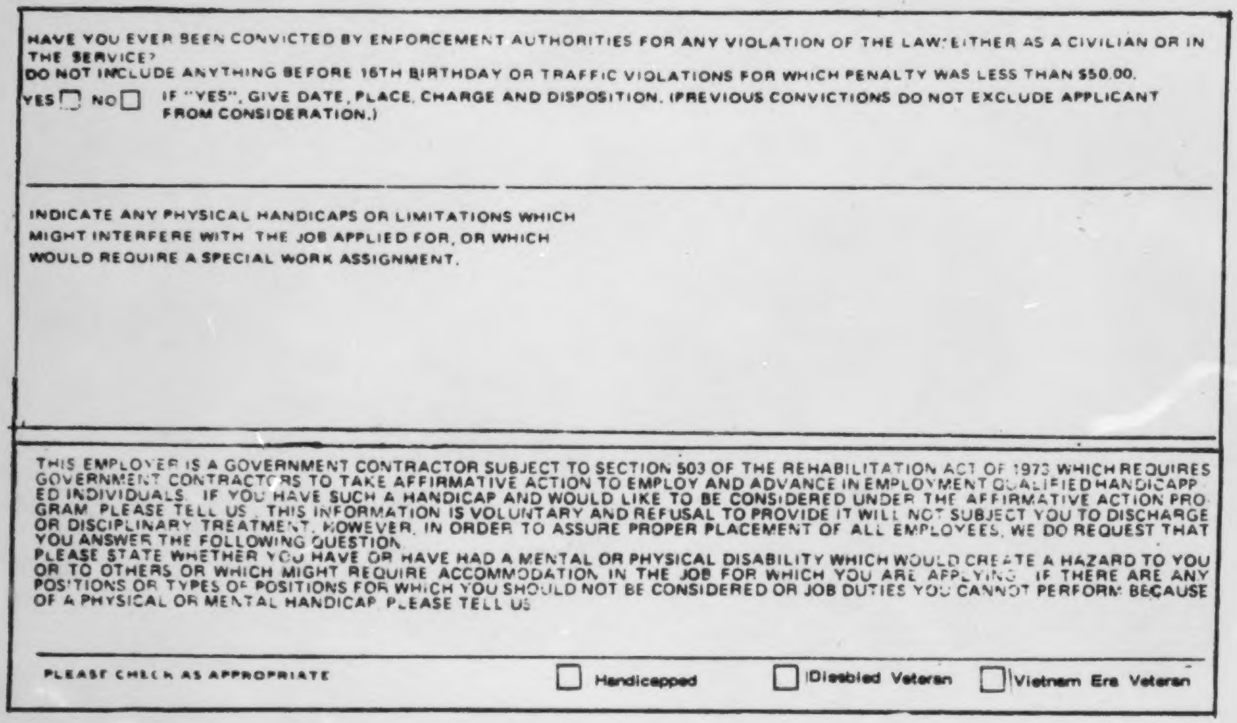
The above information on each of your references should be kept in your Personal Data Sheet and File.

Activity # 24 continued page 9 Name ______________________________

Questions You Do Not Have to Answer

Federal and state laws prohibit discrimination in employment because of race, color, religion, sex, national origin, or mental and physcial handicaps. The law also prohibits discrimination on the basis of age with respect to persons aged 40 to 70.

You may find these questions, which are legal, on your application in the following manner:



HAVE YOU EVER BEEN CONVICTED BY ENFORCEMENT AUTHORITIES FOR ANY VIOLATION OF THE LAW; EITHER AS A CIVILIAN OR IN THE SERVICE?
DO NOT INCLUDE ANYTHING BEFORE 16TH BIRTHDAY OR TRAFFIC VIOLATIONS FOR WHICH PENALTY WAS LESS THAN $50.00.
YES ☐ NO ☐ IF "YES", GIVE DATE, PLACE, CHARGE AND DISPOSITION. (PREVIOUS CONVICTIONS DO NOT EXCLUDE APPLICANT FROM CONSIDERATION.)

INDICATE ANY PHYSICAL HANDICAPS OR LIMITATIONS WHICH MIGHT INTERFERE WITH THE JOB APPLIED FOR, OR WHICH WOULD REQUIRE A SPECIAL WORK ASSIGNMENT.

THIS EMPLOYER IS A GOVERNMENT CONTRACTOR SUBJECT TO SECTION 503 OF THE REHABILITATION ACT OF 1973 WHICH REQUIRES GOVERNMENT CONTRACTORS TO TAKE AFFIRMATIVE ACTION TO EMPLOY AND ADVANCE IN EMPLOYMENT QUALIFIED HANDICAPPED INDIVIDUALS. IF YOU HAVE SUCH A HANDICAP AND WOULD LIKE TO BE CONSIDERED UNDER THE AFFIRMATIVE ACTION PROGRAM PLEASE TELL US. THIS INFORMATION IS VOLUNTARY AND REFUSAL TO PROVIDE IT WILL NOT SUBJECT YOU TO DISCHARGE OR DISCIPLINARY TREATMENT. HOWEVER, IN ORDER TO ASSURE PROPER PLACEMENT OF ALL EMPLOYEES, WE DO REQUEST THAT YOU ANSWER THE FOLLOWING QUESTION.
PLEASE STATE WHETHER YOU HAVE OR HAVE HAD A MENTAL OR PHYSICAL DISABILITY WHICH WOULD CREATE A HAZARD TO YOU OR TO OTHERS OR WHICH MIGHT REQUIRE ACCOMMODATION IN THE JOB FOR WHICH YOU ARE APPLYING. IF THERE ARE ANY POSITIONS OR TYPES OF POSITIONS FOR WHICH YOU SHOULD NOT BE CONSIDERED OR JOB DUTIES YOU CANNOT PERFORM BECAUSE OF A PHYSICAL OR MENTAL HANDICAP PLEASE TELL US.

PLEASE CHECK AS APPROPRIATE ☐ Handicapped ☐ Disabled Veteran ☐ Vietnam Era Veteran

Activity # 24 continued page 10 Name____________________

Before you sign an application for employment, be sure you read all the information on the form. Read it Carefully!!! Some examples:

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE SIGNATURE

THIS APPLICATION IS SUBMITTED WITH THE UNDERSTANDING THAT

(READ CAREFULLY)

1. ALL THE STATEMENTS AND INFORMATION IN THIS APPLICATION ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND NO ATTEMPT HAS BEEN MADE TO CONCEAL OR WITHHOLD PERTINENT INFORMATION.
2. ALL FACTS GIVEN HERE ARE OPEN TO INVESTIGATION BY THE COMPANY.
3. IF ANY OF THE ABOVE INFORMATION IS FOUND TO BE FALSE OR MISREPRESENTED, IT WILL BE SUFFICIENT GROUNDS FOR REJECTION OF MY APPLICATION OR IMMEDIATE DISMISSAL FROM THE COMPANY.
4. UNION MEMBERSHIP ☐ WILL ☐ WILL NOT BE A CONDITION OF EMPLOYMENT.
5. I HEREBY AUTHORIZE MY REFERENCES, SCHOOLS, FORMER EMPLOYERS, PHYSICIANS, SUPERVISORS, ETC., TO GIVE ANY INFORMATION TO THE COMPANY REGARDING MY WORK, CONDUCT, RECORDS, ETC., AND RELEASE THEM AND THEIR COMPANY FROM ANY LIABILITY FOR ANY DAMAGE WHATSOEVER REGARDING THIS INFORMATION.
6. I HEREBY AGREE TO ABIDE BY ALL RULES, REGULATIONS AND POLICIES.
7. A PHYSICAL EXAMINATION MAY BE A CONDITION OF PERMANENT EMPLOYMENT.
8. THIS APPLICATION PLACES THE COMPANY UNDER NO OBLIGATION WHATSOEVER.

____

(SIGNATURE)

AGREEMENT

The Fair Credit Reporting Act (Public Law 91-588) requires that we advise you that a routine inquiry may be made into an applicant's background. If a Consumer Reporting Agency is engaged in the investigation, information relevant to the nature and scope of the inquiry, if one is made, will be provided upon applicant's written request.

THIS APPLICATION IS NOT COMPLETE UNTIL THE FOLLOWING STATEMENT HAS BEEN READ AND SIGNED.

I certify that all of the information furnished on this form is true, complete, and correct to the best of my knowledge and that any omission or misrepresentation of material fact may result in refusal of or separation from employment. I understand that such information is subject to verification by Avantek. I have no objection to making application for security clearance, if necessary, signing an employee agreement on confidential information and inventions, or taking a medical examination.

____________________ Signature

____________________ Date

Activity # 25 TITLE: Industry/Business/Job Exploration

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who either have never explored an industry, business, or job or who are currently looking for a job. (# 9)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student will need more than one classroom period and time outside of class to complete the assignment.

Main Idea

People who explore an industry, business, or job prior to an interview will be more knowledgeable about their place in the company during the interview. This gives an applicant a definite edge over those who have not explored.

Employer Participation

Ask employers if they would allow a potential employee to explore their business.

Coordinator Notes

Activity # 25 Name ______________________________

TITLE: Industry/Business/Job Exploration

You can increase your chances of getting hired if you explore the industry/business/job for which you are applying before you write your resume or go for your interview. You should use the information you gather while you are exploring to relate your past experiences, both work and education, to the duties and requirements of the job you want. You can make arrangements to explore when you fill out your application, and then return at some later time to actually explore.

The following is a checklist of questions you should be able to answer after you have explored the industry/business/job:

- How many people do the same job for which you are applying?
- What does this business do?
- For what job or jobs are you interviewing?
- What types of activities would you be doing on this job?
- What training and/or previous work experience do you have that qualifies you for this position?
- What is the salary range of people in these jobs?
- What type of dress is appropriate for employees in these jobs?
- Is the company growing?
- Is this location a branch office, or is it the entire company?
- Approximately how many people work for this company?

To explore the industry/business/job, it is suggested that you do the following:

- Observe the people doing the job or jobs for which you plan to apply.
- Talk to employees about the industry/business/job. Come prepared with some questions.

Activity # 25 continued page 2 Name ______________________________

- Observe the way people dress on the job.

- Read about the industry/business/job. This can include fact sheets about the business, company magazines, stock reports, trade and professional magazines, local newspapers, the yellow pages, etc.

- Be a customer of the business.

Directions: To prepare for writing your resume and for your personal interview, answer the following questions about your exploration:

1. How many people do the same job for which you are applying? ____________

2. What is the main purpose of this company? ______________________________
____

3. For what job or job titles are you applying? ______________________________
____

4. What types of activities would you be doing in these jobs? ______________
____
____
____

5. What training and/or previous work experience do you have that qualifies you for these jobs? ____
____
____

6. What is the salary range of the people in these jobs? __________________
____

7. Which fringe benefits appeal to you? ______________________________
____
____

Activity # 25 continued page 3 Name ________________________

8. What type of dress did you observe as being appropriate for these jobs?

____

____

9. Is the company growing? ________________________

____

____

10. Is this location a branch office or is it the entire company? ____________

____

____

11. What did you observe about the people working in the types of jobs for which you are applying that you could use in your interview or on your resume?

____

____

____

12. What magazines, papers, etc., did you read about the industry/business/job that you could make reference to during your interview? ____________

____

____

13. What other information did you learn about the industry/business/job that could help you get the job? ________________________

____

____

____

Activity # 26 TITLE: Resume

OBJECTIVES		
How to Get a Job		╲
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who do not have an up-to-date, complete resume. (# 10)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center

Time

Student will need more than one classroom period and time outside the class to complete assignment.

Main Idea

To show a student how to "build" a resume for a specific job, if appropriate, or to prepare a general resume

Employer Participation

Ask employers what they look for when they read a resume.

Coordinator Notes

Activity # 26 Name ______________________________

TITLE: Resume

A resume should take between 30 and 45 seconds to tell the reader who you are, how to contact you, when you can start work, and why they should interview you for the job. Therefore, you must get to the point and avoid any information that is not necessary and that might confuse the reader as well as clutter up the resume. In other words, you should keep it clean and simple and aimed at the particular job for which you are applying. This means that one general resume is not the most effective way of getting yourself an interview. In designing a resume, use your personal data sheet and your knowledge of the job and industry to custom build the resume to fit the job. The Sylvester T. Cat resume,found on page 5 of this activity, is a good example of a resume that is aimed at getting an interview for a particular job.

Introducing Yourself on a Resume

Sylvester T. Cat / Available after June 7
13178 Aviary Lane
Hollywood, California 85386
(304) 823-6491 Between 2:00 p.m. and 4:00 p.m. At other times you can leave a message with Granny D. Hobbler at (304) 823-7869.

Born April 1, 1958, in Death Valley

I have a valid California driver's license and a Social Security card.

The first part of a resume is personal information. This part tells the reader who you are, how to get in touch with you, and on what date you will be able to begin working. It should list your full name, including middle initial; your current address; and your phone number. Also include the name and telephone number of someone with whom employers can leave a message in case you cannot be reached. Be sure to ask the person whose name and number you are planning to use if he or she minds taking messages for you.

Activity # 26 continued page 2 Name ______________________________

In this first area include your date of birth or age, but not both. Giving the readers both pieces of information would also give them the message that you felt they weren't able to figure out your age although you gave the date of your birth.

Educational Background and Work Experience

Your educational background should be listed in reverse chronological order. That is, you should begin with your most recent educational experience and go backwards.

Vocational Education	Catnap Security Services Training Center 14036 Sleepy Hollow Road Outofit, California 98068 I will graduate June 1,
High School	Bird Brain High 3800 Stu-Pidity Place West Covina, California 91045 Graduated June 4, 1977
Intermediate School	Fly-by Knight Junior High School 3605 Hunter Lane Bird Valley, California 96037
Elementary School	Johnny Catnip's Memorial School 36081 Hiffle Highway Bird Valley, California 96037

Your work experience should also be listed in reverse chronological order. However, if one of your previous jobs is closely related to the job you are applying for, you can list that job first, even though it is not in proper order.

Work Experience	West Side Dock and Warehouse Co. 123 Steam Boat Alley Outofit, California 98068 Security Guard (specialized in rodent control) 2 years Supervisor, Robert P. Ratgrabber

Activity # 26 continued page 3 Name ______________________________

Now the decision has to be made regarding with which area you should begin. Should you list your education or work experience first? Sylvester has decided to list his job as a security guard before his education. He also emphasized the fact that his job as a security guard required him to chase rats. Since the job title rat chaser didn't sound too impressive, he asked his work experience coordinator how to include this aspect of his job. The term rodent control was considered a better choice.

If Sylvester had had only two months' experience as a security guard, instead of two years, he probably would have begun with his educational background, which is arranged in the proper order. His classes at CSSTC relate to the job for which he is applying and are also his most current educational experience.

Most employers are looking for people with at least a high school diploma. By listing his high school and giving the date he graduated, Sylvester has told the reader that he has a diploma. To also include a statement like "I have my high school diploma" is only repetitious and would serve no real purpose.

Interests

Interests: Rat Chasing, Bird Watching, and Eating

Sylvester has many hobbies and interests. He likes swimming, hiking, hockey, fishing, stamp collecting, rat chasing, playing pool, bird watching, and eating. He chose to begin his hobby list with rat chasing because he felt it was one that related to the job for which he was applying. He followed the job-related hobby with a couple of other hobbies that indicated his well-rounded lifestyle. If he had included all of his hobbies, he would have looked like the playboy of "good old" CSSTC.

Activity # 26 continued page 5   Name ______________________________

The Resume of Sylvester T. Cat

Sylvester T. Cat / Available after June 7
13178 Aviary Lane
Hollywood, California 85386
(304) 823-6491 Between 2:00 p.m. and 4:00 p.m. At other times you can leave a message with Granny D. Hobbler at (304) 823-7869.

Born April 1, 1958, in Death Valley

I have a valid California driver's license and a Social Security card.

Work Experience

West Side Dock and Warehouse Co.
123 Steam Boat Alley
Outofit, California 98068
Security Guard (specialized in rodent control)
2 years
Supervisor Robert P. Ratgrabber

Vocational Education

Catnap Security Services Training Center
14036 Sleepy Hollow Road
Outofit, California 98068
I will graduate June 1

High School

Bird Brain High
3800 Stu-Pidity Place
West Covina, California 91045
Graduated June 4, 1977

Intermediate School

Fly-by Knight Junior High School
3605 Hunter Lane
Bird Valley, California 96037

Elementary School

Johnny Catnip's Memorial School
36081 Hiffle Highway
Bird Valley, California 96037

Interests: Rat chasing, bird watching, and eating

Summary Statement: I have experience in apprehending rodents of all sizes... willing to work hard...reliable and consistent...enjoy being a member of an aggressive team...seeking employment as an exterminator.

Name ______________________________

The Summary Statement

Summary Statement:	I have experience in apprehending rodents of all sizes... willing to work hard...reliable and consistent...enjoy being a member of an aggressive team...seeking employment as an exterminator.

The summary statement should tie the resume together and leave the reader with the feeling that the cat is one of those that should be interviewed for the job of exterminator. This statement is action oriented and focuses on those aspects of Sylvester's background that will make him a good exterminator. He left out statements like, "I am a good, clean living American cat," and included those that could be verified and make him a possible choice for the job.

Directions:

Now it is your turn to write a resume that will get you a job. Before you start, consider the job you want and aim your resume at it. Here are a few things to remember as you design your resume.

- These are usually the parts of the resume:
    - Personal information
    - Dates and times you will be available
    - Previous work experience
    - Educational background
    - Summary statement
- Your resume shouldn't be general; aim it at a certain job or employment area. A general resume only says you are a good person and doesn't tell why you would be a good person for the job.
- Take your time and don't try to complete the resume in a short period of time. A good resume requires effort, imagination, and time.

Activity # 27 TITLE: Do's and Don'ts of a Job Interview

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed primarily for students who are planning to interview for a new job in the next few months. (# 11)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student can complete activity within one classroom period but will need time outside of class to apply the ideas and suggestions to a real live situation.

Main Idea

This activity should help the students relate their education and experience to a job for which they are interviewing.

Employer Participation

Ask employers what they expect from a person in an interview situation.

Coordinator Notes

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Activity # 27 Name ______________________________

TITLE: Do's and Don'ts of a Job Interview

In an interview the employer is trying to match a person to a job. The best match gets the job. The employer is interested in how your education and work experience relate to the job. It is up to you to show the employer that you are the right person for the job.

During the interview you will have a chance to ask questions. These questions should illustrate that you have knowledge of the industry and are clarifying points that are deciding factors for you in determining whether or not the job is right for you.

Do's and Don'ts and the Interview

HAVE A RELEVANT RESUME. Be sure that your resume ties your background to the job you are trying to get. If you are going to develop successfully a quality resume, you will need to start with a quality personal data sheet.

See Activities # 21 and # 26 for information on resumes and personal data sheets.

KNOW THE INDUSTRY/BUSINESS/JOB. Be able to relate your previous work experience and education to the job for which you are applying. You should be able to show the interviewer that you have a good knowledge of the industry, business, and job.

See Activity # 25 for information on Industry/Business/Job Exploration.

DRESS APPROPRIATELY FOR THE INTERVIEW. If you are looking for a job as a receptionist in a certain industry, you should observe the way receptionists in that industry dress. Take the time to visit a few businesses in the industry you're interested in and then decide how to dress for the interview.

See Activity # 33 for information on appearance at an interview.

Name ______________________________

DO NOT TAKE A FRIEND TO YOUR INTERVIEW. The interviewer wants to see you, not your friends and relatives. They are not applying for the job. If you arrive with others, the employer will feel that you are the type of person who can't do anything on your own and would always need help on the job. The interviewer will have visions of your getting someone to help you do a one-person job. He or she may also feel that if your friends have nothing better to do than hang around; then they would probably hang around you on the job and your work would not get done right, if at all.

ARRIVE EARLY FOR THE INTERVIEW. Try to get there a few minutes early. Arriving late will almost always eliminate you from the competition. When you arrive, tell the receptionist your name, the name of the interviewer, and the time of the appointment. Be direct and to the point, but be polite. Oftentimes, the interviewer will have two or three finalists for the job and ask for an opinion from an employee who has seen both you and the others.

LOOK ALIVE. The way you look tells the interviewer quite a bit about you. Sit up straight with your shoulders back. If you slouch, you appear to be run down and tired, and worse yet, lazy and/or sneaky. Look directly at the interviewer. If you are looking down or off to the side, the interviewer will feel that you are lacking in self-confidence or that you have something to hide. Don't twiddle your fingers, scratch,, yawn, or play with your keys. These types of activities tell the employer that you are bored and would really rather be down at the beach.

BRING YOUR RESUME. The interviewer may ask for it, or you may want to refer to it for specific information. If the interviewer does not ask for your resume, offer it to him or her at the end of the interview.

IT DOESN'T HURT TO THINK. If you need a few seconds to think before you answer a question, think and then answer the question. Taking the time to think is a sign that you are relaxed (even if you aren't) as well as deliberate

See Activity # 28 for questions most often asked in an interview.

Name ______________________

DON'T ARGUE. Listen to the interviewer and don't attack his or her views. Respond politely and tactfully. This doesn't mean you agree or even support the position. It does mean that you can appreciate a person's position. The easiest way to get into trouble in this area is to discuss politics. If you get into the position of disagreeing, don't begin supporting your view with statistics or the opinion of experts, but, rather, state the position you support and make sure the interviewer understands that this is only your opinion.

DON'T BRING UP YOUR PERSONAL PROBLEMS. The interviewer is not interested in your personal problems. If, for example, the person interviewing you asks if you can get to work by 7:30 a.m., don't begin to explain how your sister monopolizes the bathroom for an hour and a half each morning; and, in order to get to work on time, you will have to get up by 5:00 a.m. to beat her to the shower, because you wash your hair everyday. Just say: "Yes I Can."

KNOW THE SALARY RANGE. Don't shortchange yourself in an interview. If the interviewer asks you how much you are willing to work for, ask how much the job usually pays. Don't take a shot in the dark or guess 25¢ above the minimum wage. You could be shortchanging yourself.

CLOSE THE INTERVIEW SMOOTHLY. At the end of the interview, the employer may or may not tell you if you have the job. If you are told something like: "Thank you for interviewing with us; the position has been filled," ask when there might be another opening such as the one you interviewed for. Don't walk away cold.

If you are told you will be notified when a decision has been made, ask when you might expect a call regarding the decision.

End the interview smoothly. Thank the interviewer, shake hands, and leave.

Activity # 27 continued page 4 Name ______________________

Directions: Fill in the missing words to complete the following statements:

1. Taking a few seconds to think before responding to a question will indicate that you are ______________.
2. Don't take a friend to the interview, but be sure to take your__________.
3. If you take a shot in the dark regarding your pay, you might be __________ ______________.
4. Your resume should tie your ______________ to the job you are applying for.
5. Be direct and to the point, but also be ______________.
6. If you are looking down or off to the side, the interviewer will feel you are lacking in ____________ ______________ or have something to ____________.
7. You should dress ______________ for the interview.
8. Actions like yawning, scratching, and playing with your keys tell the interviewer that you are ______________, even if you are not.
9. You should try to be ____________ for the interview.
10. The employer is not interested in your ____________.

Activity # 28

TITLE: The Ten Most Often Asked Interview Questions

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		☐
How to Leave a Job		☐
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		☐
Economic Awareness		☐
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☐
Occupational Opportunities	B	☒
Laws	C	☐
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	☐
Health and Safety	H	☐
Pay/Wages	I	☒
Employee Benefits/Rights	J	☐
Consumer Considerations	K	☐
Attitudes		
Motivation/Ambition	L	☐
Being Responsible	M	☐
Reliable/Dependable	N	☐
Getting Along with Others	O	☐
Employee-Customer Relations	P	☐
Loyalty/Honesty	Q	☐
Initiative	R	☐
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☐
Confidence	V	☒
Aptitudes	W	☐
Abilities	X	☐
Interests	Y	☐
Values	Z	☐
Skills		
Oral Communications	AA	☒
Written Communications	BB	☐
Following Directions	CC	☐
Productivity	DD	☐
Job Related Skills	EE	☒
Rules and Regulations	FF	☐
Taxes	GG	☐
Finances	HH	☐
Decision-Making Skills	II	☐
Planning	JJ	☒

This activity is designed for students who are planning to be interviewed for a job in the near future. (# 11)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Assessment Instrument

Time

Student will probably need time outside of classroom to complete assignment.

Main Idea

A person who is prepared to answer these ten questions will have an advantage over those who are not prepared.

Employer Participation

Ask employers to share with you any interview questions they have found to be effective.

Coordinator Notes

The "Interview Question Background Sheet," pages 7, 8, and 9 of this activity, should be given to the students only after they have completed questions 1 - 10.

Activity # 28 Name________________________

TITLE: The Ten Most Often Asked Interview Questions

The questions asked in an interview are used to separate the applicants into two basic groups: those people who don't get the job and the one who does. The competition is fierce, and the odds of getting through the interview successfully without any preparation are about the same as winning a million dollars, with a one dollar chip on 17 in the red. Now, if you are the type of person who wants to try for the long shot, be sure not to prepare for that interview. However, if you would like to make the odds a little more even, get ready for the questions most often asked in an interview.

Directions: Answer the following questions to the best of your ability. Do not write in the areas marked Changes until after you have answered all of the questions and received the "Interview Question Background Sheet." As you answer the questions, try to put yourself in the place of the interviewer and determine why these ten questions are the ones most often asked in an interview. The answers you give should make the interviewer want to hire you instead of the rest of the job applicants.

1. What jobs have you had prior to applying for this one?

Changes

Activity # 28 continued page 2 Name________________________

2. Why did you leave your last job?

____

____

____

____

Changes

____

____

____

____

3. Why do you want to work for our company?

____

____

____

____

Changes

____

____

____

____

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Activity # 28 continued page 3 Name______________________________

4. What do you feel is the most interesting aspect of our company?

Changes

5. What would you consider as a starting salary?

Changes

Activity # 28 continued page 4 Name________________________

6. Why do you feel you will like this job?

Changes

7. Are you looking for a temporary or full-time position?

Changes

Activity # 28 continued page 5 Name____________________

8. How long do you expect to stay with us?

Changes

9. Do you have any special abilities?

Changes

Name____________________________

10. Why should we hire you for this job rather than someone else?

____

____

____

____

Changes

____

____

____

____

Directions: Ask your coordinator for the "Interview Question Background Sheet" to find out why these ten questions are asked so often by interviewers. Next, look over each of your questions, and make the changes that will help you get the job.

Name______________________________

Interview Question Background Sheet

This background sheet tells you why the interviewers ask certain questions most of the time. The questions are designed to find out how well the applicants are matched on the job they are applying for. The person that has the best match is hired for the job. Applicants can improve their chances of being hired simply by answering the questions in a way that indicates they have a knowledge of the industry and of their role in it.

1. What jobs have you had prior to applying for this one?

The answer to this question should be short and to the point. These kinds of questions are often used to lead into questions like the following: How long did you stay? Why did you leave? Were you fired or did you quit?

2. Why did you leave your last job?

In this question the interviewer is trying to find out if you are going to blame your last boss, other employees, or changes in the company policy for your leaving the job. Be sure to answer this question in a positive manner. If you "bad mouth" your last employer, new ones will most likely not want you to work for them, fearing the same "bad mouthing" would happen on the new job.

3. Why would you want to work for our company?

If you have explored this job and industry, you would be able to answer this question with some facts that show you really want this job rather than just work. The interviewer is more likely to hire someone who has actually been looking for a specific job in a certain industry because he or she will most likely perform better on the job than someone just looking for work.

4. What do you feel is the most interesting aspect of our company?

The interviewer is trying to find out what, if anything, you know about

Name____________________________

the company. If you don't know anything about the company, employers will feel that you are out "canvasing" for a job and are not really interested in working for them. You need to give the interviewer a feeling that this organization is the right place for you.

5. What are you considering as a starting salary?

This question is one that can get you into a bind. If you guess too low, you will be working for less than you could have. If you guess too high, you will probably price yourself out of the job. So if you don't know how much the position pays, don't guess. Instead, ask the interviewer the salary range.

6. Why do you feel you will like this job?

In this question the interviewer is trying to find out if you know anything about the job you are applying for. If you know nothing about the job you are applying for, you probably won't be too enthusiastic about it once you get it, and you probably will not stay very long. A little exploration of this industry and the specific job will give you the background you need to decide whether you really want this job as well as the information you will need to answer this question.

7. Are you looking for a temporary position or a permanent job?

You can get caught by this question. Don't answer it right away! Rather, ask the interviewer if the work is temporary or permanent. From this information you can fashion your response. If you are looking for permanent employment but the job is temporary, ask what the chances are of your starting in this position and transferring to a more permanent position when one becomes available. If you want only temporary work and the position offered is permanent, be honest. Most employers respect honesty, and you may get the job for this reason.

Name________________________

8. How long do you expect to stay with us?

Again, be honest and give your best estimate. If you are not sure whether the job is temporary or permanent, now is a good time to ask.

9. Do you have any special abilities?

If you do, what are they? The question is not asking if you are able to swim on your back, eat marshmallows, and play the tuba all at the same time. The interviewer is looking for any special abilities you have that will help you succeed on the job.

10. Why should we hire you for this job?

Background and experiences are the key to this question. Don't be bashful; tell the interviewer about yourself and why you are the best choice. Tie your background to the job you are applying for. Caution !!! Don't overdo it. Stick to the facts you can confirm.

Activity # 29 TITLE: The Results

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who are planning to look for a new job in the near future. (# 11)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete some answers.

Main Idea

To help an individual improve his/her job seeking skills by building on experiences

Employer Participation

Ask employers whay they feel is the most common error made by young people in the job-seeking process.

Coordinator Notes

Activity # 29 Name ______________________________

TITLE: The Results

If you have accepted a job after contacting just one employer, you should consider yourself very fortunate. Most people need to contact quite a few employers before being offered a job that they would like to accept. The purpose of this activity is to record the results of each of your job contacts so that you will be better prepared for your next employer contact.

The following is a checklist of questions you should answer for each employer contact you make:

- What is the name, address, and phone number of the employer?
- What is the source of your job lead or contact?
- How did you make your initial contact with the employer?
- Was the employer accepting job applications?
- Did you file a job application with the employer?
- Did you prepare a resume for the employer?
- Did you have an interview?
- What were the results of the interview?
- How could you improve for the next interview?
- Was your Personal Data Sheet complete?
- Did you follow-up with the employer?
- Did the employer contact you after the interview?
- Did you get hired?

Directions: Complete a Job Contact Summary Form (pages 2 & 3 of this activity) for each employer contact you make.

Activity # 29 continued page 2 Name________________________________

Job Contact Summary Form

Employer's Name____

Address ____

City ____________________________State_____ Phone____________________

1. Check the source or lead of your job contact.

______ Your own knowledge of the community and interest in the company

______ A lead from a friend or relative

______ The yellow pages of the phone book

______ A want ad in the newspaper

______ Assistance from a school program or personnel

______ Other source, such as the state, unions, civil service, agencies, etc.

2. Check how you made your initial contact with the employer and record the date.

______ In-person ______ By phone ______ By letter on ____________________

3. Check the results and dates that are appropriate.

______ Informed that employer was not accepting applications

______ Filed employment application with employer on ________________

______ Left resume with employer on ____________

______ Had interview with employer on ________________

4. Check the statement that best summarizes the results of your interview.

______ We will contact you soon.

______ We have no openings now.

______ We are interviewing a couple more people for the job.

______ We have an opening for you. When can you start?

______ We are not sure of the results.

______ Other ____

5. Check if any follow-up has taken place and record the date.

______ You contacted employer by phone or mail on ______________________.

______ Employer contacted you by phone or mail on ______________________.

Activity # 29 continued page 3 Name ______________________________

(Job Contact Summary form continued)

6. Check the results and date if appropriate.

_______ Not hired _______ Hired on ________________

7. List the questions you were asked on the application for employment that you did not have on your Personal Data Sheet.

Add these questions and their answers to your Personal Data Sheet.

8. List any questions you can remember from your job interview that you were not prepared for and that gave you some trouble.

9. How can you improve your next job interview?

Activity # 30 TITLE: Don't Call Us, We'll Call You!

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who will be interviewing for a job in the near future. (# II)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete assignment.

Main Idea

To help students understand why they may not be getting hired

Employer Participation

Ask employers why they usually do not hire young people.

Coordinator Notes

Use information gathered from employers and add to the list of 38 reasons given in this activity.

Activity # 30 Name ______________________________

TITLE: Don't Call Us, We'll Call You!

Hunting for a job can be very discouraging. This is particularly true if you have had a number of interviews that have ended with statements like, "Don't call us, we'll call you," which obviously means you are not getting the job. Oftentimes, people miss getting a job only because they are not aware of the five leading reasons why employers hire one person over another. These reasons are:

- Previous work experience
- Interest shown in the job for which they are being interviewed
- Recommendations from previous employers
- Training background
- Ambitions

The following description of John may help you identify areas of the interview and application process that you might need to improve on in order to get hired:

John was successful in obtaining a job as a reservation clerk with Safe-Way Travel Agency soon after he graduated from high school. This job was perfect for John because he wanted a job that would provide him the opportunity to travel.

John was an average student in high school. He got excellent grades in basic math, but he struggled in algebra and geometry and avoided science. He did fairly well in English and liked history and the world today. He always passed physical education. During his junior and senior year, John worked part-time for a local fast-food restaurant.

Before applying for the job, John studied and observed the duties of a reservation clerk. He knew most of the training would take place on the job. John also concluded that the two most important factors of the job were being accurate and making the customers happy. John, therefore, approached his interview with three major objectives:

- To show that he is interested in travel and the travel industry
- To show that he has experience in satisfying customers
- To show that his past training and experience will assure the interviewers that he can learn to do the job

John was well aware that during the interview he would be asked about his schooling, experience, and training and reasons for wanting to work for Safe-Way Travel. During the interview, John made sure of the following:

Employers knew that he had experience. The part-time job he had while in school required him to be accurate with cash receipts and orders. To keep his job, he had to serve his customers well. He had three complimentary letters of recommendation, one from each manager he worked for at the restaurant.

John focused the discussion about school around the subjects he did well in and enjoyed, not the subjects he avoided. He emphasized that he was good in basic math because he was careful and accurate. Studying about the world in social studies got him interested in travel and the travel agency business. John also pointed out that he was a teacher's aide for a semester and, during that time, graded thousands of papers. This experience taught him how to locate mistakes easily and reinforced his ability to be accurate.

Note: Pages 4 & 5 of this activity contain 38 reasons why young people do not get hired. These reasons may also provide you with additional insight into why you have not been hired.

Directions: Answer each of the following questions regarding your past interviews by checking either yes or no. If you answered the question no, briefly describe what action you will take to improve your preparation before your next interview.

Activity # 30 Continued page 3 Name ______________________________

1. John related his previous work experience requiring accuracy and human relations skills to the duties of his new job. Have you gone into an interview with a plan to relate your previous experiences to the duties of the new job? Yes _____ No _____ Action ______________________________

____

____

2. John wanted to work for a travel agency because he wanted to travel. Have you been able to express an interest in and/or do a good job of explaining why you want this job? Yes _____ No _____ Action ______________________________

____

____

3. John had letters of recommendation to support his background. Do you have written letters of recommendation from former employers? Yes _____ No _____ Action ______________________________

____

____

4. John related his school experiences and training to his job duties. Have you emphasized your school and academic experiences as well as skill training in your interviews? Yes _____ No _____ Action ______________________________

____

____

5. John showed ambition because of his enthusiasm about travel. Have you been able to show your employer that you will be motivated to do the job? Yes _____ No _____ Action ______________________________

____

____

6. After reading the 38 reasons why young people are not hired (pages 4 & 5), briefly describe any other action you plan to take. Action ______________________________

____

____

Name ______________________

Why Employers Do Not Hire Youth

Reference - Employment Development Department - State of California

- Lack of planning for career; no purpose and goal
- Lack of interest and enthusiasm; passive; indifferent
- Lack of confidence and poise; nervous; ill at ease
- No knowledge of company
- Poor personal appearance
- Overbearing, overaggressive, conceited, superiority complex, know-it-all
- Inability to express self clearly; poor voice, diction, grammar
- Overemphasis on money; interest only in best dollar offer
- Poor scholastic record; just got by
- Unwilling to start at bottom; expects too much too soon
- Makes excuses, hedges on unfavorable factors in record, evasive
- Lack of tact
- Lack of maturity
- Lack of courtesy; ill-mannered
- Condemnation of past employers
- Lack of social understanding
- Marked dislike for school work
- Lack of vitality
- Eye contact with interviewer avoided
- Limp, "dead fish" handshake
- Indecision
- Friction with parents
- Sloppy application blank
- Short-term work requested
- Lack of knowledge of field of specialization

Name ______________________________

- Parents make decision
- No interest in company or industry
- Emphasis on whom he or she knows
- Unwillingness to go where sent
- Cynical
- Narrow interests
- Poor handling of personal finances
- Inability to take criticism
- Lack of appreciation of the value of experience
- Radical ideas
- Late to interview without good reason
- Indefinite response to questions

Activity # 31 TITLE: Planning to Find a Job

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who are looking or will soon be looking for a new job. (# 7)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student will need more than one classroom period and time outside class to complete assignment.

Main Idea

To help an individual organize the job hunt An unorganized approach to job hunting is usually, at best, a hit-and-miss process.

Employer Participation

Ask employers how many contacts a person usually has to make with a company before being hired.

Coordinator Notes

Activity # 31 Name ______________________________

TITLE: Planning to Find a Job

All too often people say they are planning to find a job, when they mean that someday they will begin to look for a job. If you are serious about finding a job, you should be well organized in your approach. The usual steps involved in finding a job are as follows:

- Investigate sources of job information. (see activity # 22)
- Make contact with the employers. (see activity # 23)
- Fill out employment applications. (see activity # 24)
- Explore the industry, business, and job. (see activity # 25)
- Write a resume. (see activity # 26)
- Prepare for the job interview. (see activities # 27 and # 28)
- Be interviewed for the jobs.
- Start to work.

To be successful in your job search, you will need to keep track of the many activities that take place when you are actively looking. One of the easiest ways to organize your "get a job plan" is to use a planning calendar. On page 2 of the activity, you will find a sample calendar which shows that John has set a realistic time line. This planning calendar will help him keep his days and times straight so that he won't try to be in two places at the same time. He has also set up the times and dates for applying for a job, and then he explores the industry, business, and job while he continues to follow the usual steps in finding a job. This method allows him to accomplish the steps of getting a job in the proper sequence.

Directions: Keeping in mind the steps to finding a job, use the calendars on pages 3 and 4 in planning your job search.

Activity # 31 continued page 2
SAMPLE

Name John Ryan

MONTH and YEAR
Nov. /1980

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1						1
2	3	4 Fill out an application at Tri-City Paints + D+R Teleprom.	5	6 Explore D+R Teleprom After 6TH period Class	7 Explore Tri-City Paints During lunch	8
3	10 Begin writing a resume' for D+R	11 Veterans Day	12 complete a resume' for D+R	13 Fill out an application at Sears and CO-OP	14 Interview at D+R Teleprom at 3:45 see Mrs. Edelmann	15 Explore Sears
4	17 Look for Jobs Through EDD office.	18 write a Resume' for Sears and CO-OP	19	20 Fill out an application At McDonalds	21	22
5	24	25 Interview at Sears at 2:30 see Joe Hansen Package Pickup	26	27 Thanksgiving	28 No School	29

Activity # 3L continued page 3 Name______________________________

MONTH and YEAR

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1						
2						
3						
4						
5	193					194

Activity # 31 continued page 4 Name________________________

MONTH and YEAR

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1						
2						
3						
4						
5	195					196

Activity # 32 TITLE: After the Interview --- Now What?

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who are currently or will soon be looking for a job. (# 12)

Methods

Individual activity with follow-up discussion recommended

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete assignment.

Main Idea

To help an individual develop a positive approach in an interview

Employer Participation

Ask employers what responses and closing comments will help a person get a job.

Coordinator Notes

Activity # 32 Name ______________________

TITLE: After the Interview --- Now What?

When going through the job-seeking process, we often have interviews which end without a job offer, rejection, or any specific closing comments like the following:

- "We will call you by Friday to let you know."
- "Call me by 3:00 p.m. tomorrow for an answer."
- "Don't call us, we'll call you."

These steps will help you develop a positive system by which to "tie up" the interview process:

- At the close of the interview, you might want to ask:
  - "Can I call you tomorrow at 2:00 o'clock?"
  - "When may I call you?"
  - "When shall I expect a call from you on my application?"
  - "Would you like me to make an appointment to check the results of my application?"
  - "Will you notify me about the results of my application by mail or by phone?"

Another positive method of encouraging a prospective employer to let you know one way or another is to write a short and concise letter, such as the following:

> Thank you for the opportunity to apply for the position available in your firm (name of firm).
>
> Because of my great interest in your field (name field) and because I feel that I can make a real contribution to your company (name company), I hope that I qualify for the job. (name job)

Activity # 32 continued page 2 Name ______________________________

If you got the job, a positive step to take when joining the company is to send a letter such as the following:

> Thank you for the opportunity to apply for the opening available in your firm (name of firm). It pleases me that I have been selected for the position.
>
> I am looking forward to what I feel will be a happy and profitable association for us both.

If you did not get the job but feel that in the future you may want to reapply to that company, this type of letter may be kept with your application and result in employment at a later date.

> Thank you for the opportunity to apply for the opening available in your firm (name of firm). Your time and courtesy during the interview were greatly appreciated. Although I did not qualify for the position, I feel that the interview process is a vital part of my work experience education.

After an interview a prospective employer may end the conversation by saying, "I have a few more interviews . . . can you call us in the next few days?"

If your follow-up call is handled in a positive and polite business-like manner, it may result in a job. The call should sound something like the following:

Office: The Sterling Company, how may I help you?

You: This is (your name) ; I'm calling Mr. Edwin Poster regarding my application for employment to the position of (job title) .

Office: Mr. Poster is busy now; may I take your number and have him return your call?

You: Yes, you spell my name ____________; my phone number is ______________. When can I expect his call?

Activity # 32 continued page 3 Name ______________________________

The follow-up to an employment interview is often the re-emphasis of your qualifications and willingness to become part of the company. How you deal with this aspect distinguishes you from the rest of the applicants.

Directions: Answer the following questions regarding interview follow-ups:

1. How have you been closing your interviews? ______________________________

2. How will you try to close your next interview? ______________________________

3. Are you currently waiting to hear the results of a job interview?
Yes ______ No ______ If so, is there any follow-up you can do now?

4. What are you going to do to improve your interview follow-up?

5. How are you going to do it? ______________________________

6. When are you going to do it? ______________________________

7. How will you know you have improved your interview follow-up process?

Activity # 33 TITLE: You Wear Your Mind!

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who are not advancing on the job as fast as is normal. (# 13)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period but may need time outside of class to complete this assignment.

Main Idea

What people wear on the job tells others who they really are. Workers who make necessary changes in dress may improve their job attitudes and performance and increase their chances for promotion.

Employer Participation

Ask employers how they feel about what their employees wear to work.

Coordinator Notes

Activity # 33 Name ______________________________

TITLE: You Wear Your Mind!

One of the most difficult work attitudes to be aware of is your appearance on the job. This activity will provide you with some ideas on how you might measure your appearance on the job.

Directions: Answer the following questions regarding appearance on the job:

1. Complete the following chart:

List what your supervisor wears and/or the person in your next promotional position.	List what your co-workers wear to work.	List what you wear to work.
a.	a.	a.
b.	b.	b.
c.	c.	c.

2. Describe the difference between what you wear to work, what your co-workers are wearing, and what your supervisor and/or persons in advanced positions are wearing. ______________________________

____

____

3. How do you account for the difference? ______________________________

____

____

____

Activity # 33 continued page 2 Name ______________________________

4. Is there anything in your appearance that is distracting, inappropriate, or dangerous to your work? ______________________________

____

____

5. If you wanted a raise, would it help to change your appearance? Yes ____ No ____

Explain ______________________________

____

____

6. If you wanted a promotion, would it help you to change your appearance? ________

If so, how? ______________________________

____

____

7. If you got an interview for a job you really wanted, how would you decide what to wear to the interview? ______________________________

____

8. If you started another job with a different company, how would you know what to wear to work? ______________________________

____

____

9. There's a saying that "You wear what's on your mind." At your job does your appearance reflect that a raise or a promotion is on your mind?

____

____

____

____

Activity # 33 continued page 3 Name ____________________

10. Do you need to improve on your appearance at work? Yes _____ No _____

If your answer is yes, what are you going to do? ____________________

____

____

____

11. How are you going to do it? ____________________

____

____

12. When are you going to do it? ____________________

13. How will you know you have improved your appearance at work? __________

____

____

Activity # 34 TITLE: Likes and Dislikes of Your Job

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills *	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who, in the near future, will be filling out applications and interviewing for jobs. (# 8)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside class to complete assignment.

Main Idea

A review of current job applications indicates that employers are interested about how people feel about their current job.

Employer Participation

Ask employers why it is important to know what people like and dislike about their past work experiences.

Coordinator Notes

Activity # 34 Name ______________________________

TITLE: Likes and Dislikes of Your Job

A review of current employment applications reveals that many companies are interested in how you feel about your work. The following questions are commonly asked on employment applications:

- What did you like about your job?
- What did you dislike about your job?
- Why did you leave your job?

The answers you give to these questions could determine whether you obtain an interview and/or are offered a job.

The following guidelines are suggested for your use in answering questions on an employment application regarding former work that you have done:

- Know what is expected of you in the job for which you are applying.

For example, if the job for which you are applying requires that you work weekends, do not put on your application that you left your other job because you had to work weekends.

- Reinforce what you would like to do on the job.

For example, if the job you desire entails working with people, make it a point to record the fact that on your previous job you enjoyed working with people.

- Never make a negative statement about your last job.

For example, if you say you left your job because you "hated" your boss, then the company might figure that if you hated one boss, chances are that you will hate others.

Some ideas on how to start your answers on an application are:

- I had the opportunity to . . . . . .
- I did not have the opportunity to . . . . . .
- I felt I needed a change because . . . .

Activity # 34 continued page 2 Name ______________________________

Directions: Answer the following questions:

1. Check all the items you like about your current job.

______ working outdoors
______ working indoors
______ receiving good pay
______ working good hours
______ training provided
______ getting good experience
______ learning responsibility
______ working for a successful company
______ working in a clean environment
______ getting dirty
______ receiving fair treatment
______ learning to get along with others
______ learning about the industry
______ learning to take orders
______ learning to do things on my own
______ learning to be competitive
______ building confidence
______ learning to talk with adults
______ learning to use time well
______ learning new skills
______ learning to make decisions
______ learning to plan/organize
______ helping people
______ serving people
______ persuading people
______ entertaining people
______ teaching people
______ working with hands
______ working with tools
______ using written information
______ putting information together
______ performing different duties
______ doing same routine daily
______ learning to be accurate
______ working in career field of interest
______ having a real chance to learn
______ having chances for a raise
______ having an opportunity for promotion
______ receiving good supervision
______ working well with school
______ working regular hours
______ having a chance for overtime

Activity # 34 continued page 3 Name ______________________________

2. List any additional items you like about your current job.

____

____

____

____

3. On an application for employment, how would you answer the following:

- What did you like about your job?

____

____

____

____

4. On an application for employment, how would you answer the following:

- What did you dislike about your job?

____

____

____

5. On an application for employment, how would you answer the following:

- Why did you leave your job?

____

____

____

6. On an application for employment, how would you answer the following:

- Please describe any original or creative contributions you made to the job. ____

____

____

Activity # 34 continued page 4 Name ______________________________

7. Some applications for employment ask for only a short statement to describe your reasons for leaving a job. Below is a list of possible reasons why a person might leave a job. Place a check (✓) by those statements you feel would not hurt your chances of getting an interview and/or job offer.

______ terminated
______ got fired
______ disliked the boss
______ quit
______ misunderstanding
______ did not enjoy work
______ returned to school
______ discharged
______ resigned
______ dismissed
______ wanted more pay
______ wanted better job

______ received low pay
______ traveled long distance from home
______ did not have enough hours
______ disliked supervisor
______ had hours that conflicted with school
______ had no chance for promotion
______ did not work in career field
______ required to work weekends
______ had no chance for overtime
______ disliked travel
______ had too many hassles
______ needed a change

8. What short statements would you give if you were leaving your job now?

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Activity # 35 TITLE: Describing Your Job

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who will be filling out applications and interviewing for jobs in the near future. (# 8)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

The importance of "industry language"

Employer Participation

Ask employers for their job descriptions.

Coordinator Notes

Activity # 35 Name ______________________________

TITLE: Describing Your Job

This activity is designed to help you describe your past work experiences in an interview or on a job application. Oftentimes the people who get a job do so because they used the right words in an interview or on their application. The words you use should indicate that you are familiar with the industry and job area for which you are applying. In other words, the person that talks the "industry language" has an advantage over the rest of the applicants. Page 3 of this activity has a list of words that could help you better describe your past work experiences.

For example, without such a list to draw from, Jim might describe his job/work experience as an assembler of electronic components this way: "I put together electronic things and make sure they work. If they don't, I have to find the bad parts."

Now let's look at a couple of words that Jim could take from the list and do a much better job of describing his work experience. "My job in assembly is one that allows me do more than just stuff a board. I worked at building up chassis when I first began working for Wilson and Sons; and, after several months, I was able to work up to debugging circuits on sub-assemblies and identifying the faulty components."

Directions: Answer the following questions describing your present job:

1. Write a description of your job in your own words.

____

____

____

____

____

Activity # 35 continued page 2 Name ______________________________

2. Look over the list of words on page 3 of this activity and circle any words that might help you describe your job in your "industry language."

3. Now think of other good descriptive words and add them to the list on page 3.

4. Assume you are applying for a new job. Answer the following questions that could appear on an employment application to describe your current job:

a. Work you performed (be specific as to projects, etc.) ______________

____

____

____

b. What did you enjoy about your job? ______________________________

____

____

c. What did you least enjoy about your job? __________________________

____

____

d. If you feel you made any original or creative contribution to this job, please describe. ____

____

____

____

5. How would you describe your current job in a job interview? ____________

____

____

____

____

Activity # 35 continued page 3

Name____________________________

Accounting
Acousto-Optical
Administrative
Airborn
Algorithm
Analog
Analysis
Assembly
ATE
Breadboard
Build
Byte
Chassis
Check
Circuit
Coding
Component
Computer
Communication
Consultant
Contract
Data Processing
Debug

Design
Develop
Diagnosis
Digital
Documentation
Drafting
Drawing
Etch
ECCM
ECM
Electro-Mechanical
Electro-Optical
Electronic
Elint
Engineer
ESM
Evaluation
Fabrication
Field
Finance
Floppy
Graphics
Hardware

IBM
Implementation
Inventory
I/O
Laser
Layout
Maintenance
Management
Market
Material
Mechanical
Microprocessor
Microwave
Mil-Spec
Packaging
Peripheral
Personnel
Procedures
Processing
Production
Programming
Project

Proposals
R & D
Radar
Real-Time
Repair
Research
RFQ
Sales
Schedule
Signal
Software
Specs
Strata
Subcontract
Supervise
Support
Technical
Test
Traffic
Troubleshoot
Write

Additional Words ____________ ____________ ____________

____________ ____________ ____________ ____________

____________ ____________ ____________ ____________

Activity # 40 TITLE: Late Again

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who do not understand why they should be on time for work. (# 14)

Methods

Group activity recommended but activity can be done individually with a follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

Some individuals feel that being late is "no big thing." They don't realize the problems one late employee can cause.

Employer Participation

Ask employers how they handle the late employee problem at their place of business.

Coordinator Notes

Activity # 40 Name ______________________________

TITLE: Late Again

Excuses come in many flavors. The least tasteful are those that sound something like the following:

- "It's not my fault . . . ."
- "I'm late because . . . ."
- "My friend forgot to . . . . "

While it is acceptable for a person to be late for work or miss work on rare occasions, it is not acceptable for a person to be late for work or miss a day on a regular basis without a legitimate reason.

Randy worked at Westlake Hobby and Craft after school and on weekends. For the first couple of months, he was on time and missed only one day of work; that was when he had a sore throat. Then Randy began to lose interest in his job and came to work a few minutes late once in a while, but he always had a good "sounding" excuse. One time he was late because of a flat tire (actually he was visiting friends after classes). On another occasion he was caught in traffic (he really stopped by Ray's house, stayed too long, and did get caught in traffic), and so on until his boss Mr. Mognahan called him into his office and gave him a warning. Randy was told that if he were late again in the next three weeks, he would lose his job.

Two weeks later Randy went out to his car and couldn't get it started. He knew he would be late again.

Directions: Answer the following questions about being late and be prepared to share your answers with others in the class:

1. Why do you think Randy began coming to work late? ____________________

____

____

____

Activity # 40 continued page 2 Name ____________________

2. Do you think Randy will lose his job? __________ Why? __________

____

____

3. If Randy thinks he is going to be fired, should he quit? __________

Why? ____

____

____

4. Have you ever had to work overtime or "cover" for someone who was late? __________. How did you feel about it? __________

____

____

____

Activity # 41 TITLE: The Customer is the Boss

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who work with customers. (# 15)

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observation
- On-the-job experiences

Main Idea

To help an individual understand that customers are necessary for the business

Employer Participation

Ask employers to explain how poor customer relations affect their business.

Coordinator Notes

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Activity # 41 Name ______________________________

TITLE: The Customer is the Boss

Ray was hired by J & H Sporting Goods as a stock person during the second half of his junior year in high school. When summertime came, Ray was one of three part-time employees offered full-time summer work to help offset the vacations other employees were taking. During the summer Ray had an opportunity to work "on the floor" as a salesperson.

One Saturday morning a customer came in looking for a new baseball bat. Ray showed him their selection and recommended a size 30. The customer said he needed a size 34. Ray told him that people his size could never get a 34 around fast enough to hit an underhanded softball, let alone a hard ball, and would be better off with a size 28-inch or 30-inch bat. Ray and the customer began to argue over the size of the bat. Finally, the customer got mad and left without buying a bat. During lunch Ray and Nick (the department manager) were talking over Ray's new assignment. Ray told Nick about the "little guy" that wanted the big bat and how the "little guy" got mad and left. Nick told Ray that the customer is the boss and if he wants it, sell it to him. He explained to Ray that he didn't just lose a sale on a bat, but he also lost sales on whatever that customer and his friends might have bought in the future. A business-like sporting goods store relies on repeated customers.

Directions: After reading about Ray, Nick, and the "little guy," answer the following questions and be prepared to share your answers with others in the class:

1. How would you have handled the "little guy?" ______________________

____

____

____

Activity # 41 continued page 2 Name____________________________

2. What makes the customer the boss? ______________________________

____

____

____

3. What would happen if all the employees treated customers the way Ray did?

____

____

____

4. Have you ever felt like "telling off" a customer or the boss but didn't?

__________. If so, how did you solve the problem and handle the situation?

Explain. ____

____

____

____

Activity # 42 TITLE: But You Never Showed Me!

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	☒
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who are no longer the least experienced employee. (# 16)

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

To help people overcome the idea that they are above asking questions and that not asking is showing weakness

Employer Participation

Ask employers how they let employees know that it is acceptable to ask questions and that not always having the answer is normal.

Coordinator Notes

Activity # 42 Name ______________________________

TITLE: But You Never Showed Me!

Remarks like "But you never showed me" or "I've never heard that" are defensive statements that shift the blame from you to someone else, usually your boss.

Joyce had worked as a cashier at Riddle's Department Store for over two years. She was hired before its grand opening during her senior year in high school and now is looked upon as somewhat of an authority by her fellow cashiers, most of whom have been hired within the past ten months.

This year Joyce was entitled to a two-week vacation. While she was on vacation, the store converted from the old-style cash registers to a new National Cash Register Computer-connected system that controls both price and inventory. When Joyce returned and was faced with a new cash register that was different from her old one, she decided to figure out how to use it on her own rather than ask one of the "new" people to show her. After all, this register had labels on all the keys; and a few of the keys obviously had nothing to do with ringing up the sales. In no time at all, Joyce was able to get the cash drawer open and ring out receipts.

All was going well until the manager called her in two days later to explain a shortage of $386. After a few minutes of discussion, it became apparent that Joyce was ringing up her sales wrong, and the shortage was the least of her problems. It seems the inventory was thrown off, and it would require several hours of someone's overtime to clear it up. When the manager asked Joyce why this happened, she answered, "I did my best." "When I came back to work Monday, nobody showed me how to run the new register."

Activity # 42 Continued Page 2 Name ____________________

Directions: Answer each of the following questions about Joyce's problems and be prepared to share your opinions with others in the class:

1. Did Joyce really do her best? ____________________

2. What should Joyce have done to avoid the problems? ____________________

3. What do you think the store manager will say to Joyce? ____________________

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Activity # 43 TITLE: Entry Level Jobs

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who have been working for a short time.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

Entry-level jobs are needed to prove you can work, want to work, and can keep a job for a reasonable period of time.

Employer Participation

Ask employers how long they expect an employee to stay in an entry-level position.

Coordinator Notes

Activity # 43 Name ______________________________

TITLE: Entry-Level Jobs

It's Friday night and you're working again. Since you started this fast-food industry job two months ago, you've had some spending money but no time to spend it. It seems all your spare time is spent cleaning the parking lot, filling hefty bags with garbage, and wiping tables.

Directions: Answer each of the following questions, and be prepared to share your answer with others in the class:

1. How long should you keep this job? Why? ______________________________

2. Give three good reasons for keeping this job.

3. What skills can you learn in most entry-level jobs that can help you get and keep your next job? ______________________________

4. Can you work too long in an entry-level job? Explain. ______________

Activity # 44 TITLE: "I Got Myself Fired!"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	☒
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who have come close to getting fired or who have been fired. (# 17)

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

Very rarely does an employer fire an employee without cause. Many employees allow themselves to get into circumstances that could have been avoided and, therefore, get themselves fired.

Employer Participation

Ask employers how people have managed to get themselves fired at their place of business.

Coordinator Notes

Activity # 44 Name ______________________________

TITLE: "I Got Myself Fired!"

How many times have you heard someone say: "They fired me!" In many of these firings, a more accurate description would have been "I got myself fired!"

There are many ways to get fired. The U.S. Department of Labor has identified twelve examples of poor work habits that have caused many people to lose their jobs.

- Being continually careless with work so that a lot of time and effort by other employees is required to correct errors
- Unwilling to follow company rules
- Acting lazy on the job
- Being absent and late for work frequently without any good reason
- Being a troublemaker, causing friction among the workers, and showing continual resistance to cooperation
- Spending a lot of time reading the sport pages, calling your friends on the phone, and organizing the weekly parties and betting pools
- Relying on others for everything and not starting work until you are told and being sure not to do anything unless you absolutely must
- Not showing any effort to learn anything about your job or industry
- "Bad Mouthing" your company at every opportunity
- Never being counted on to carry out your work as directed
- Showing little interest in your work and being sure not to help others with their work
- Misleading your customers and telling a few "white lies" about your company and your boss

Activity # 44 continued page 2 Name ______________________________

Directions: Answer the following questions about poor work habits and firings. Be prepared to share your opinions with others in your class.

1. From your own job experiences and observations, list additional ways people can get themselves fired.

____

____

____

2. What work habits, if any, do you have that could cause you to get fired?

____

____

3. What work habits need improvement to ensure yourself a job and/or promotion or raise? ______________________________

____

____

4. How will you improve your work habits? ______________________________

____

____

5. When will you do so? ______________________________

6. How will you know that you have improved your work habits? ______________

____

____

7. What is the difference between saying "They fired me!" and " I got myself fired!"? ______________________________

____

____

Activity # 45 **TITLE:** "A Stupid Detail"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

To help individuals to check into the "whys" of their job duties

Employer Participation

Ask employers how ignoring a few "stupid details" can hurt the business.

Coordinator Notes

Activity # 45 Name ______________________________

TITLE: "A Stupid Detail"

Rules and regulations are developed by companies for very good reasons. All employees should follow them. If, as a new employee, you do not understand why you are asked to follow certain procedures, you should make it a point to find out. You will discover more about the reasons for certain rules and regulations when you learn more about how the business operates.

Bill Kaplan, a senior at Northridge High School, has been working for Elston, Inc., for the past few months. Ed Rankin, Bill's immediate supervisor, was receiving complaints about Bill's work from other employees. This suprised Ed because he thought Bill had a lot on the ball and could really advance in the company if he chose to do so. When Ed asked Bill about the job, Bill replied that the job was great except for some employees getting mad at him for forgetting some "stupid details." Mr. Rankin asked Bill what details he meant. Bill explained, for example, that he thought it was stupid to put delivery tags on boxes that he sorted to ensure that these boxes would be delivered to the right department. Mr. Rankin explained to Bill that the tags were used in the departments as an important part of the procedure to check whether the departments had received all the materials that had been ordered. Bill seemed a little suprised but then said, "I still think it's stupid."

Directions: Answer each of the following question with your opinion: Be prepared to share your answers with others in the class.

1. Do you think Mr. Rankin's opinion of Bill has changed? Yes ____ No ____

Explain: ______________________________

____

____

Activity # 45 continued page 2 Name ______________________________

2. How would you evaluate Bill's attitude towards his job?

____

____

____

3. What would you do if you thought some procedure you were required to do as part of your job was "stupid"?

____

____

____

4. How would you suggest to your boss any changes in company procedures?

____

____

____

Activity # 46 TITLE: "But It Was Important"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- Community contacts/resources

Time

Student can complete activity within one classroom period.

Main Idea

Our personal affairs are not the problems of employers unless they affect our work on the job.

Employer Participation

Ask employers what procdure is used for employees to get time off during working hours to handle personal affairs.

Coordinator Notes

Activity # 46 Name ______________________________

TITLE: "But It Was Important"

The Essex Manufacturing Company is one of four manufacturers of cardboard boxes in the area. These box companies supply other companies with boxes so that they can send their goods and materials all over the country. Ernie Bacon, just turned 18 and in his last semester of high school, was hired a few weeks ago to work in the afternoons. His duties included sorting boxes, making some deliveries, and general clean-up. One afternoon, without permission, Ernie failed to show up for work. He was downtown taking care of some important business. As a result, many boxes did not get delivered that day, and a number of companies were upset at the Essex Manufacturing Company. When Ernie returned late that day, he found out that he had been fired. All Ernie could say was, "But it was important!"

Directions: Answer each of the following questions with your opinion. Be prepared to share your answers with others in the class.

1. Would you have fired Ernie? Yes _____ No _____

Explain ____

____

____

2. How could Ernie's absence without permission for a few hours affect the profits of the company? ______________________

____

____

3. What do the Essex Manufacturing Company and the other box companies depend upon to make a profit? ______________________

____

____

Activity # 46 continued page 2 Name ______________________________

4. What procedure at your place of work would you follow if you needed a few hours off to take care of some important business?

____

____

____

Activity # 47 TITLE: "Just Doing My Job"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- Community contacts/resources

Time

Student can complete assignment within one classroom period.

Main Idea

Just doing your job includes that little extra effort.

Employer Participation

Ask employers how they view the employee who gives that little extra effort.

Coordinator Notes

Activity # 47 Name______________________________

TITLE: "Just Doing My Job"

Roy was a junior at Winslow High when he got his job at Robinson's Meat Market as a meat wrapper. He was one of four meat wrappers at the market. When things got slow and the wrappers were caught up with the butchers, the wrappers usually sat down and had a coke. Roy very seldom sat down. He usually scraped the blocks or picked up scraps or paper that had been dropped during the rush. The shop owner noticed Roy's extra effort and gave him a raise above the usual salary for a wrapper.

Directions: Answer each of the following questions. Be prepared to share your answers with others in the class.

1. If you were Roy's boss, would you give him a raise? Why?

____

____

____

2. Do employees always get a raise for doing a little more than is expected of them? Yes____ No____ If not, then why do more than is expected of you?____

____

____

3. What extra effort can you make on your job? List the extra things you can do to make the business run a little smoother.

a. ____

b. ____

c. ____

d. ____

e. ____

Activity # 48 TITLE: "I Didn't Want to Bother You"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

Employees are often afraid to ask how to do something. They feel it would show that they are stupid.

Employer Participation

Ask employers how they feel about employees who never ask any questions.

Coordinator Notes

Activity # 48 Name______________________________

TITLE: "I Didn't Want to Bother You"

This summer Gary got his first job. It wasn't his first choice, but it was work; and he would be able to work through the summer and make some money. He and several other people were put on the box line at McKinley's produce packing plant. The people on the box line fold and staple all of the shipping boxes. In no time at all, he found out that those staplers run out of staples. He also found out that he didn't know how to fill up the crazy thing. After trying to refill his and not experiencing any success, he looked around and spotted a spare with staples in it. (The guy next to him had gone on his break.) When the guy next to him returned from his break, he tried to staple a box and realized that his stapler was empty. Each time Gary got low on staples, he would swap a stapler with someone. It didn't take long for the crew to realize that they were running out of staples during their breaks. Using others' staplers seemed to be a solution to Gary's problem until Henry, a rather large individual, threatened to hit Gary. The following scuffle drew the attention of the shift supervisor who asked what the problem was. Gary said, "I didn't know how to load the stapler, and I didn't want to bother you."

Directions: Answer the following questions and be prepared to share them with others in the class.

1. What do you think the supervisor will say to Gary? ____________

____

____

2. What should Gary have done to avoid the problem? ____________

____

____

Activity # 48 continued page 2 Name ______________________

3. Have you ever found yourself in a similar situation? How did you handle it? ______________________

Activity # 49 TITLE: Following Directions

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

To help an individual understand what happens when instructions are not followed

Employer Participation

Ask employers how they handle employees who do not follow instructions.

Coordinator Notes

Activity # 49 Name______________________________

TITLE: Following Directions

The following is a five-minute test on following directions:

Directions: How well do you follow directions? You should be able to complete all the things required by following the directions below. The entire test should take you less than five minutes. Use a watch with a second hand to keep close track of the time. Give yourself only five minutes to complete the assignment. You will write all of the information on a sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper left-hand corner.
3. Number from 1 to 7, leaving three blank lines between each number.
4. Draw five small squares to the right of number 1 on your paper.
5. Put an X in each square beside the number I on your paper.
6. Draw a circle around number 2 on your paper.
7. Draw an X next to number 5 on your paper.
8. Multiply your age by 3 and record the answer next to the number 7 on your page.
9. Say your name out loud.
10. Beside number 4 write today's date.
11. Beside number 5 write the city and state where you were born.
12. Count the number of persons in this room and write your answer next to number 6 on your page.
13. Say out loud, "I have reached number thirteen, and I am following all of the directions carefully."
14. Now that you have completed reading all of the instructions, omit all of the directions except the first two, and sit quietly until the rest of the class completes the assignment.

Activity # 50 TITLE: How Well Do You Know Your Job?

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	[illegible]	
Life Style	[illegible]	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Career Center
- Community contacts/resources

Time

Student can complete assignment within one classroom period but may need time outside of class to complete assignment.

Main Idea

Knowing the job and industry can help a person better understand how to move on to get a better job and/or promotion.

Employer Participation

Ask employers about opportunities within their business and/or industry for young people.

Coordinator Notes

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Activity # 50 Name______________________________

TITLE: How Well Do You Know Your Job?

This activity will help you find out how much you really know about your present job and its industry.

Directions: Answer the following questions. Don't guess. If you are not sure of the answer, leave it blank.

1. What is a good definition of your present job? ____________________

____

____

2. What qualifications are necessary to get a job like yours? _______

____

____

3. What does it take to get a raise? ________________________________

____

____

4. What do you need to do to get a promotion? ____________________

____

____

5. What other jobs can you get as a result of your experiences on this job?

____

____

6. What other industries hire people to do the work you do? ________

____

____

7. What fringe benefits do you receive? ____________________________

____

____

Activity # 50 continued page 2 Name ___________________________________

8a. How much do you gross each hour? $ __________ per hour.

8b. How much do you gross each week? $ __________per week.

8c. How much do you gross each month? $ __________per month.

9a. How much do you take home each hour? $ _______ per hour.

9b. How much do you take home each week? $ ________per week.

9c. How much do you take home each month? $________per month.

10a. If you stay with this company, what will be your job by next year?

____

10b. If you stay with this company, what will be your job five years from now?

____

10c. If you stay with this company, what will be your job ten years from now?

____

11. How long do you plan to stay with the company for which you are now working?

____

____

Activity # 51 TITLE: "Bad Mouth Bill"

OBJECTIVES		
How to Get a Job		☐
How to Keep a Job		☒
How to Leave a Job		☐
Self-Knowledge		☐
Career Preparation		☐
Career Decision-Making		☐
Economic Awareness		☐
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☐
Occupational Opportunities	B	☐
Laws	C	☐
Related Education and Training	D	☐
Related Experiences	E	☐
Industry	F	☐
Profit vs. Loss	G	☐
Health and Safety	H	☐
Pay/Wages	I	☐
Employee Benefits/Rights	J	☐
Consumer Considerations	K	☐
Attitudes		
Motivation/Ambition	L	☐
Being Responsible	M	☐
Reliable/Dependable	N	☐
Getting Along with Others	O	☒
Employee-Customer Relations	P	☐
Loyalty/Honesty	Q	☒
Initiative	R	☐
Competitive	S	☐
Self-Awareness		
Job Satisfaction	T	☐
Life Style	U	☐
Confidence	V	☐
Aptitudes	W	☐
Abilities	X	☐
Interests	Y	☐
Values	Z	☒
Skills		
Oral Communications	AA	☒
Written Communications	BB	☐
Following Directions	CC	☐
Productivity	DD	☐
Job Related Skills	EE	☐
Rules and Regulations	FF	☐
Taxes	GG	☐
Finances	HH	☐
Decision-Making Skills	II	☐
Planning	JJ	☐

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

Talking without all the facts usually causes problems.

Employer Participation

Ask employers how "loose-tongued" employees can cause problems.

Coordinator Notes

Activity # 51 Name ______________________________

TITLE: "Bad Mouth Bill"

Bill had a bad habit that made him less than popular in his department at O.E. Sullivan, Inc. Bill was nosey and all too often got less than the entire story. His gossip caused mistrust and hard feelings among many of his co-workers.

Jim, a junior at Ridgemont High, was recently hired by O.E. Sullivan to work in the same department as Bill. At the time Jim was hired, he was offered a tour of the facility by Mr. Neckles, the personnel manager. As Jim toured the facility, Mr. Neckles explained some of the company's policies. Bill was listening as they discussed the promotional plan. Bill heard Mr. Neckles say, "While you are on probation, you are not eligible for either a raise or a promotion ...." Bill, however, did not hear, "This new probation period for employees allows us to help them get off on the right foot and be better and more productive employees." Bill was in his usual form when he began to spread the news about the new "jail bird" the company had hired and how he, for one, was going to keep close tabs on anything not "nailed down."

About three weeks after Jim was hired, Bill couldn't find a pair of calipers. He confronted Jim and told him to give them back. He also told Jim that all of the other employees in the department knew he was on probation and had served time in jail.

Directions: Answer each of the following questions and be prepared to share your answers with others in the class:

1. What do you think Jim will say to Bill? ______________________________

____

____

Activity # 51 continued page 2 Name ______________________________

2. Should Jim tell his boss what has happened? Yes _____ No _______

If so, what should he say? ____

____

____

3. Who should tell the fellow employees about the rumor? _____________

Why? ____

____

____

4. What do you think will happen to Bill? ______________________________

____

____

5. Have you ever been the victim of a "Bad Mouth Bill" type person?

Yes _____ No ______. What happened? ______________________________

____

____

6. What can you do to stop or minimize this type of talk, or "bad mouthing," where you work? ____

____

____

Activity # 52 TITLE: "Shop Talk"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with a follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

One needs to be cautious about the conversations that take place at the job site. (question # 4)

Employer Participation

Ask employers how they feel about employees who do a lot of social talking on the job.

Coordinator Notes

Activity # 52 Name ______________________

TITLE: "Shop Talk"

Shop talk is what you say while you are on the job. This talk can be broken into two areas: talk related to the job and social discussions. What you say on the job in either area will affect your future in the world of work. By wisely choosing what you say, to whom you say it, and when you say it, you can improve your chances of keeping a job and moving up the industry ladder.

Directions: Answer the following questions and be prepared to share your answers with others in your class:

1. Check the topics you have discussed on the job by placing a check mark in the box in front of each topic.

- ☐ your wages
- ☐ your supervisor or boss
- ☐ bragging
- ☐ other employees
- ☐ working conditions
- ☐ how to improve the company
- ☐ the weather
- ☐ starting rumors
- ☐ continuing rumors
- ☐ work schedules
- ☐ uniforms/dress code
- ☐ break times
- ☐ complaining
- ☐ girl friends or boy friends
- ☐ company policies

2. Circle the check mark in front of any of the topics that you consider positive topics of discussion.

Activity # 52 continued page 2 Name ______________________________

3. List any discussion topics that you consider positive and have discussed on the job. After each of these topics, explain how they have helped you keep your job or advance on the job. (For additional space use the back side of this page.)

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

4. List any topics that you have discussed as shop talk but should avoid in the future. Explain how these topics could cause you to lose your job or not get promotions. (For additional space use the back of this page.)

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

Activity # 53 TITLE: The Boss Doesn't Know It All?

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who have trouble following directions.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

To help people recognize that they can learn from people with experience

Employer Participation

Ask employers how they handle employees whose failure to follow directions caused a customer to be unhappy.

Coordinator Notes

Activity # 53 Name________________________

TITLE: The Boss Doesn't Know It All ?

About six months ago Ted got a job at Dyno Tune-up Center. During the last several months, he has progressed from parts cleaner to diagnostic technician. He got the promotion because he kept his eyes open and asked the right questions. Ted also has the ability to see what needs to be done and then does it.

However, when he got his new title, he also got a slightly over-inflated ego. This became evident when his neighbor Ron came in with a problem. His car quit running as he was leaving the "Big Bubble" car wash, and it took over 20 minutes and an AAA tow truck operator to get it on the road again. Ron said that he remembered Ted's talking about his job at the tune-up center and decided to give them a chance to solve the problem. Ted explained to Ron that his boss had gone after parts and wouldn't be back for about an hour or so. Ron was in a hurry; he and his wife were late leaving on a trip to Reno, and he would have to go somewhere else if Ted couldn't do the job. Well, this was more than Ted could handle; his ego got the best of him. He told Ron, "I can handle it." After all, Ted had seen his boss scope cars every day for the last several months and had hooked up the scope himself for the last couple of weeks. Since he had watched everything his boss had done and had listened carefully to everything he said, well almost everything, he felt he could handle the job. The one thing he didn't seem to remember hearing is the time he was told, "You really have to know all the tricks to use this scope right, and don't try to scope a car on your own until I feel you can do it."

Well, Ted went ahead and scoped the car. He found out the number 2 and 6 plug wires were bad and two plugs were fouled. He told Ron that he would have it fixed in a jiffy. And in about 15 minutes the car was running smooth again.

Activity # 53 continued page 2 Name______________________________

It was about three days later when it happened. Ron pulled into the center with less than a smile on his face. Ted asked him if he had lost all his money in Reno. Well, the answer wasn't what Ted expected. He said his biggest loss came just outside of Sacramento. It was obvious that Ron was hot. He told Ted that his car had quit about 8 miles above Sacramento in the rain. Luckily, a Highway Patrolman came along after about an hour; and a tow truck driver was able to get their car to a garage in about another hour, but the garage was closed. The garage owner, however, was a friend of the tow truck driver and came down to the garage to fix the car. It took so long to get the car fixed and back on the road to Reno that Ron and his wife lost their room reservation at the hotel. Luckily, they got a room at a nearby motel. Now, unluckily, (for Ted) Ron was here to discuss the situation with Ted's boss.

It seems that Ted missed the real problem with Ron's car when he scoped it. The distributor cap was cracked, and the moisture from the rain and car wash was causing the car to stall. Ron wanted Ted's boss to pay for the cap that had to be replaced on the road at the outrageous price of $58.50 ($8.50 for that cap and $50.00 for the garage owner's trouble).

Directions: Answer the following questions:

1. When did Ted's problem begin?____________________________________

____

2. If you were Ron, how would you feel about having the tune-up center do any more work on your car? ______________________________________

____

____

3. What can Ted say or do to solve his problem?____________________

____

____

Activity # 53 continued page 3 Name______________________________

Solutions: The following is a list of possible "OUTS" for Ted. Read each possible solution, and explain why it is or isn't the proper action for Ted to take.

4. Quit before being fired. ____

____

____

5. Begin looking for a new job. ____

____

____

6. Ted shouldn't go to work for a few days. This will allow the boss to cool off.

____

____

7. Ted should offer to pay Ron for the distributor cap.________________________

____

____

8. Ted should get to his boss before Ron's emotional story distorts the facts.

____

____

9. Ted should remind the boss that he was only following his directions; after all he once told Ted that the customer is always right. Ron had asked Ted to fix his car. ____

____

____

10. Ted should admit his mistake. ____

____

____

Activity # 54 TITLE: Five Minutes Late ---So What?

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not understand the relationship between being late for work and loss in company profits. (# 14)

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

To help an individual understand that being late for work can hurt his or her pocketbook

Employer Participation

Ask employers how the business is affected financially by late employees.

Coordinator Notes

Activity # 54 continued page 2 Name ______________________________

PRODUCTION LOSS IN DOLLARS CHART

Hourly Rate	Number of Employees Five Minutes Late for 255 Working Days						
	1	5	10	25	50	100	500
$3.10	131.75	657.20	1314.40	3286.00	6572.00	13144.00	65720.00
$3.35	142.37	711.88	1423.76	3559.40	7118.80	14237.60	71188.00
$3.75	159.38	796.88	1593.76	3984.40	7968.80	15937.60	79688.00
$4.00	170.00	850.00	1700.00	4250.00	8500.00	17000.00	85000.00
$5.00	212.50	1062.60	2125.00	5313.00	10626.00	21252.00	106260.00
$6.00	255.00	1275.00	2550.00	6375.00	12750.00	25500.00	127500.00

Directions: Using the above chart when necessary, answer the following questions regarding the cost of being late:

1. If Ruth, who makes $3.35 an hour, is five minutes late for 255 working days a year, how many dollars has she cost her employer in production? $____________________.

2. If ten employees, who make $5.00 an hour each, are five minutes late for 255 working days, how many dollars in production would they cost the employer? $ ____________________.

3. If you and four of your fellow employees, who make $4.65 an hour, are five minutes late each day for 255 working days, do you think you are going to get a Christmas bonus? Yes ______ No ________ (check one).

Why? ____

____

Do you think you would get a raise? Yes _______ No _______ (check one)

Why? ____

____

Activity # 54 Name ________________________________

TITLE: Five Minutes Late --- So What?

How many times have you heard a fellow employee say something like the following:

- "I was five minutes late --- so what?"
- "It was only five minutes."
- "Don't hassle me about five minutes --- it's no big deal!"

Just how big a deal is five minutes?

Assume that John is five minutes late for work each day. He makes $4.00 an hour and works 255 days a year. Overhead cost is figured at two times the hourly rate. How much would John cost his employer in production dollars? Let's base our answer on a formula generally accepted in the world of work.

$$\boxed{\text{Production Loss}} = \boxed{\text{Overhead Cost} \times \text{Hours Lost} \times \text{Days Worked} \times \text{Number of Employees Late}}$$

We know the following information about John:

- Overhead Cost is $4.00 (hourly rate) x 2 or $8.00.
- Hours lost is 5 minutes 5/60 or 1/12 of an hour.
- Days worked is 255.
- Number of Employees is one.

Using the above formula, we can calculate that John cost his employer $170 in production.

If 50 employees all making $4.00 an hour were five minutes late for 255 days, using the above formula, we find out that they would cost the employer $8500 in production.

- $8.00 x 1/12 x 255 x 50 = $8500

On the top of page 2 of this activity is a chart based on the above formula that calculates the production loss in dollars for employees who are five minutes late.

Activity # 54 continued page 3 Name ______________________________

4. How secure is your job? Assume there are 100 people, including yourself, who earn an average salary of $6.00 per hour working on an assembly line. Using the formula on page 1 of this activity, figure out how much the company loses in production dollars when one employee is ten minutes late and the other 99 employees cannot work until he or she starts to work.

The company loses $________________ in production dollars.

5. How much will the company lose if this happens five times a month?

The company loses $________________ in production dollars a month.

6. If you are the newest employee, whom do you think the company will let go if this causes a continuous loss of money? ____________________

____

____

____

Activity # 61 TITLE: Letter of Recommendation

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who have worked for the same employer for over half a year. (# 18)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job evaluations
- Community contacts/resources

Time

Student will need time outside of classroom to complete assignment.

Main Idea

A letter of recommendation can help people get their next job or even a promotion within the same company.

Employer Participation

Ask employers if they are willing to write a letter of recommendation or sign a prepared letter.

Coordinator Notes

Activity # 61 Name ______________________________

TITLE: Letter of Recommendation

Job hunting is very competitive. According to many employers one of the most impressive documents you can have to support your application for employment is a letter of recommendation from an employer or supervisor. This letter should indicate that you have worked successfully for the person who wrote the letter.

The following steps are suggested in order to obtain a letter of recommendation:

- Check to see if your company has a policy regarding the writing of letters of recommendation.
- If it does have a policy, follow that procedure.
- If it does not have a policy, decide who would be the best person to write a letter of recommendation for you. Then ask that person if he or she would be willing to write a letter of recommendation for you.

If you have been a good employee, there is usually very little difficulty in getting your employer or person in charge to agree to write a letter for you. Sometimes the problem is writing the letter. Some people have had very little experience in writing letters of recommendation. They are often extremely busy with their other job duties. To help them with the letter, the following is suggested:

- Write your own letter of recommendation. include the information you would like to see in the letter and prepare it so it is ready to be signed.
- After preparing the letter, ask your employer or person in charge if he or she would be willing to write a letter of recommendation for you.

Activity # 61 continued page 2 Name ______________________________

- If this supervisor agrees to write a letter for you, show the one you have prepared. Ask if this person would just as soon sign your letter or suggest that it be used as a guide in writing another one for you.
- Be sure to give the supervisor at least three day's to a week's notice to complete the letter for you.

Note: You do not have to be leaving a job to ask for a letter of recommendation. Supervisors, managers, and other persons in charge change their jobs often. Try to obtain letters from all the people you work for in order to build an impressive file.

Letters of recommendation can be short and to the point. They do not necessarily have to be long letters. However, they should include the following information:

- Current date
- Addressed to - To Whom It May Concern
- Your name and job title
- The name of the company (Use company stationery, if possible.)
- Dates you worked for the person signing the letter
- At least three skills or accomplishments you have developed
- A recommendation
- Name and title of person signing the letter

A sample letter of recommendation is found on page 3 of this activity. It shows how an employee, John Williams, prepared a letter of recommendation that is ready to be signed by Beverly Wilson, his manager.

Name ______________________

May 1, 1980

To Whom It May Concern:

John Williams has worked in the stock room of "K" Industries for the past eight months from October, 1979, to the present. He very seldom makes an error. He communicates well with both employees and customers and has learned to handle pressure situations.

I would recommend John as an excellent employee.

Beverly Wilson, Manager
"K" Industries

Directions: Answer the following questions regarding letters of recommendation. Be prepared to share your answers with others in the class.

1. When you are looking for a new job, why is it helpful to have letters of recommendation included with your application?

____

____

____

2. Who at your company would you ask to write a letter of recommendation for you?

______________________ name ______________________ title

3. Why would you ask this person? ______________________

____

Activity # 61 continued page 4 Name ______________________________

4. To help you determine what should be included in your letter of recommendation, place a check mark in the space provided to indicate those skills, knowledges, and attitudes you have developed on your job.

______ Learned to be on time
______ Learned appropriate appearance and dress for the job
______ Learned to get job task completed on time
______ Learned to follow both written and unwritten rules
______ Learned to be conscious of safety
______ Learned to follow instructions
______ Learned to communicate with people
______ Learned to write effective letters and messages
______ Learned to apply basic math concepts
______ Learned the need for good physical condition and health
______ Learned to be accurate and avoid errors
______ Learned to respect and work for supervisors, managers, etc.
______ Learned to respect and work for supervisors, managers etc
______ Learned to serve customers well
______ Learned to make decisions on the job
______ Learned to do job tasks without direction
______ Learned to make good use of time on the job
______ Learned to delegate authority to get a job task completed
______ Learned to work under pressure
______ Learned to perform job skills more efficiently
______ Learned new skills on the job, such as ____________________
____
______ Learned about the industry, such as ____________________
____
______ Other ____
____

Activity # 61 continued page 5 Name ______________________________

5. Using the statements you checked in question # 4 as a guide, list what you consider to be the three most important accomplishments of your job.

6. On a separate sheet of paper, write a letter of recommendation. You may use the sample letter shown on page 3 of this activity as a guide. The letter should contain the following information:

- The current date
- Addressed to - To Whom It May Concern
- Your name and job title
- The name of your company if you are not using company stationery
- The dates you worked for the person signing the letter
- The accomplishments of your job as you listed above in question # 5
- A statement of recommendation
- The name and title of the person signing the letter as indicated in question # 2

Activity # 62 TITLE: Informing Your Employer

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits	J	
Employee Rights	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliability	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	
Loyalty/Honesty	Q	☒
Initiative	R	
Competative	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity designed primarily for students who are planning to leave their job in the next few months (# 18)

Methods

Group activity recommended but activity can be done individually with a follow-up discussion

Resources

- Classroom Instruction

Time

Activity can be completed within one classroom period.

Main Idea

The reasons why it is important to leave a job on a positive note (question # 3)

Employer Participation

Ask employers how they expect employees to notify them that they are planning to leave their job.

Coordinator Notes

Activity # 62 Name ____________________________________

TITLE: Informing Your Employer

Looking for a new job? If you are, it is suggested that you do not tell anyone at work your plans. You may be embarrassed by the fact that you can't find a suitable new job. You certainly don't want your employer to find out from another employee that you are thinking of quitting. If this happens, you may be asked to leave before you planned. It is strongly advised that your employer be the first to know at your place of work that you are planning to leave.

Once you are ready to leave your job, the following is recommended:

- Check to see if your company has a policy for resigning from a job.
- If it does have a policy, follow those procedures.
- If your company does not have a policy, you need to determine whom you should notify. The person you choose should have at least the authority to hire and fire personnel.
- Give your employer sufficient notice. This is usually two weeks so that he or she can hire and train a replacement for you.
- Inform your employer both verbally and in writing that you are leaving. The notice should include at least the following:
    - The fact that you are leaving
    - The date you plan to leave
    - The reason for leaving
    - An offer to help train your replacement
    - A thank you for the opportunity to work

The letter of resignation should be short and to the point. An example of such a letter is found on the top of page 2 of this activity.

Activity # 62 continued page 2 Name ______________________________

A sample letter of resignation

May 1, 1980

Mr. Steele:

This letter is to notify you that I will be leaving D&E Paints on May 15, 1980. I have accepted a full-time position with Lord's Hardware. I have enjoyed working with you and the other employees. If I can assist in training my replacement, please let me know.

Ron Williams

You want to leave your job on a positive note. Good recommendations from former employers can help you get better jobs in the future. Therefore, the following is essential when you leave a job:

- Get a letter of recommendation. (See Activity # 61)
- Work hard during your final days on the job.
- Don't "tell off" your boss on the last day.
- Never "blow your top" at the end.
- Be sure you know how to get any back pay due to you.

Directions: Answer the following questions about informing your employer that you are leaving the job:

1. Who at your company would you notify that you are planning to leave ?

____________________________ ____________________________
name title

2. Why would you notify this person? ____________________________

____

____

Activity # 62 continued page 3 Name ______________________________

3. Wny is it important to notify your employer properly that you are planning to leave your job? ______________________________

____

____

____

4. Briefly describe how you would tell your employer that you are leaving.

____

____

____

____

____

____

5. On a separate piece of paper, write your letter of resignation. If you are not planning to leave your job in the near future, write a letter of resignation assuming you just got a new job with the Watson Manufacturing Company starting in two weeks. You may use the sample letter on page 2 of this activity as a guide.

Activity # 63 TITLE: You're Fired.

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed primarily for students who have either been warned that they may lose their job or who have been fired. (#17)

Methods

Group activity recommended but activity can be done individually with a follow-up discussion.

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

The importance of minimizing the fact that a person was "fired" on an application for employment (questions # 4 and 5)

Employer Participation

Ask employers how they feel about hiring a person that has just recently been fired. Have they ever done it? If yes, why?

Coordinator Notes

Activity # 63 Name ______________________________

TITLE: You're Fired!

"You're Fired!" Words none of us ever want to hear. But if being fired happened to you today, you would be very upset and extremely angry. This is natural. At times like these you are not seeing or thinking clearly. You want to blame your employer, supervisor, an employee, or at least someone for getting you fired. Many thoughts go through your mind. How am I going to pay my bills? Where and how am I going to find another job? Job hunting is tough. Having just been fired from a job makes it even tougher. But you can help yourself some by following these suggestions.

- Cool off first. With some reflection you might even discover that you were at fault at least to some degree.

- Go back and see your former employer. This is very difficult and perhaps, in some cases, impossible to do. But try. Remember, your former employer could have a lot to say to other employers who might be interested in hiring you. The only thing your former employer probably remembers about you is the fact that you were fired. Having a meeting to talk things over might help your former employer remember some positive points about you. Make it clear that you are not asking for your old job back. If you do have a conversation with your former employer, you should make the following points:

  - If you know why you were fired, admit your mistakes; mention that you have learned from them and are not going to make them again on your next job.

  - If you honestly don't know why you were fired, tell your former employer that you want to know why you were fired. Was it your job skills? Was it you? You need to be sincere and mention that you want to know so that you will not make the same mistakes again.

Activity # 63 continued page 2 Name ______________________________

- If you feel the meeting is going well, ask your former employer if you could put something besides "fired" on your application for employment forms. Have words like terminated, dismissed, or resigned ready to share as a substitute.
- Thank your former employer for the time and the meeting.
- Check to see if arrangements have been made for any pay that might be due to you.
- Check with the Employment Development Department office to see if you qualify for unemployment compensation.
- Start looking for a new job using the approaches suggested in other activities.

Directions: Answer the following questions about being fired and getting another job. Be prepared to share your answers with others in class.

1. Why is it more difficult to find a job if you have just been fired?

____

____

____

2. If you have just been fired, why is it suggested that you go back and have a meeting with your former employer to discuss the situation?

____

____

____

3. On an application for employment form, why is the space which asks the question, "Reason for Leaving Your Last Job," so important?

____

____

____

Activity # 63 continued page 3 Name ______________________________

4. Below are a number of words and phrases that can be used on an employment application form in the space Reason for Leaving. Check those words and phrases that you would never use.

______ terminated
______ got fired
______ quit
______ misunderstanding occurred
______ did not enjoy the work
______ did not like the boss
______ wanted better job
______ discharged
______ resigned
______ dismissed
______ wanted more pay
______ returned to school

5. Why would you never use the words you checked above on an employment application? ____

____

____

6. Listed below are a number of reasons why people get fired. In the space to the right of these reasons write the words you could use on an employment application to explain the situation and still be positive and honest.

- Was careless ______________________________
- Didn't follow company rules ______________________________
- Was lazy ______________________________
- Was a troublemaker ______________________________
- Made personal phone calls ______________________________
- Had no ambition ______________________________

7. In a job interview how would you explain being fired if you knew it wasn't your fault? ____

____

____

____

Name ________________________________

8. Assume you have just been fired from your job for being careless and have been granted a job interview. How would you answer the question, "Have you ever been fired from a job?"

____

____

____

Activity # 71 TITLE: Getting That Raise

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who feel they deserve a raise. (# 19)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

Be prepared with good, legitimate reasons why you deserve a raise. (questions # 2 and 3)

Employer Participation

Ask employers what they look for in an employee before granting a raise.

Coordinator Notes

Activity # 71 Name________________________________

TITLE: Getting That Raise

This activity is designed to increase your chances of getting a raise. First off, we will need to look at various ways of getting a raise.

- The automatic raise requires that people get to work on time, do their job, and indicate that they are planning to stay with the company for a reasonable period of time. You can get a raise that is automatic if you work for a company that gives raises on a time-service basis. Every so many months people get raises if they just do their job.

- The performance test type of raise may require that you increase the amount of work you are able to accomplish, learn new skills by getting more training, or become more familiar with the operation of a department or company. When people feel that they have the knowledge or skill necessary for a promotion or raise, they take a test. If they pass the test, they get a raise; or they are put in line for a promotion and must wait for an opening.

- The progress report raise is based on your immediate supervisor's observation of your work. The supervisors submit a progress report on employees under them, and, if the reports are satisfactory, raises are granted. This observation will usually include the following items: punctuality, attitude, good work habits, increased productivity, and personal comments on such topics as neat appearance, positive attitude, and ability to get along with other employees and/or customers.

- Negotiating a raise usually requires that the employees set up a time and place to ask for a raise. Many companies do not give raises through any set policy, and it is up to the employee to negotiate a raise with a person that is able to make the decision to give the raise. This type of raise requires that the employee prepare for the negotiating conversations as well as perform on the job.

Activity # 71 continued page 2 Name ________________________________

Preparing for a raise begins the day you start to work. If you are going to get a raise, you will need to know what is expected of you on the job and do it to the best of your ability. Look around for things to do when you have a spare moment. Be on time for work not only at the beginning of the day but also after breaks and lunch. Be a positive, optimistic worker.

Getting a raise requires that you are able to justify your employer's paying you more than you are currently getting. This means that you should be able to tell the employer how you are making more money for him now that you have been working for the company for some period of time, or since your last raise.

You will also need to decide when and where to approach your employer for a raise as well as whom you should approach. Usually, the person to approach is your immediate supervisor, but that may not always be the case. Don't just walk up to a person and ask for the raise. Walk up to him or her and say that you would like to discuss a raise. You may be told, "Now is fine; come into my office." Be prepared before you ask. Your immediate supervisor or other person might try to put you off by saying, "some other time." Ask when. Make sure you write down the time of your appointment. It wouldn't be a good idea to miss an appointment you made to discuss a raise.

When you sit down with the person and begin to negotiate a raise, ask what it takes to get a raise. If you have all of the requirements for getting a raise, tell your supervisor. If you don't, thank your supervisor, and explain that you will improve in the areas that need improvement. The negotiation discussion should be on a positive note. Discuss only facts that relate to the job. Don't use reasons like, "I just bought a new Honda and I need the raise to make payments." Your boss may be sympathetic but will not understand how that new Honda helps the company make a profit.

Activity #71 continued page 3 Name ______________________________

Directions: Answer the following questions to help you organize and plan your raise negotiations:

1. What were your job duties when you started your job?

a. ____

b. ____

c. ____

d. ____

e. ____

2. List the job duties that you do better now than when you started.

a. ____

b. ____

c. ____

3. List any job duties you now have that you didn't have when you started.

a. ____

b. ____

c. ____

4. The information above will indicate to you that you have either become: (check one)

________ a more productive worker and deserve a raise or

________ you need to improve in a couple of areas before going for a raise

Before developing your action plan, review the following ideas regarding the right time, place, and person to ask for a raise:

- The right time: Pick a time when the company is doing well and your boss has had a good week. A person in a good mood is more likely to give you a raise than someone who is down. Don't ask for a raise or even an appointment during a time when you should be working. Set the appointment during your break or after work.

Activity #71 continued page 4 Name ________________________________

The right place: Don't ask for an appointment for a raise in a place that is noisy and will require you to repeat yourself or yell to your supervisor. Look for a place that will allow you to have a little discussion if necessary. It usually is not a good idea to ask for a raise in a place that is "loaded" with other employees.

- The right person: Make sure the person you ask for a raise can give you one. The plant manager could probably give you a raise, but that is not the company policy in most cases. The right person is the one that usually gives raises. If you are not sure who that is, ask your personnel director or immediate supervisor.

Directions: Answer the following questions to develop your plan of action:

5. What type of raise does your company give? ______________________________

____

6. When is a good time to ask your supervisor for a raise? __________________

____

7. Who is the right person to ask for a raise? ______________________________
(person's name)

8. List the steps you are going to take to get your raise?

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

g. ____

i. ____

j. ____

Activity # 72 TITLE: Getting That Promotion

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed primarily for students who have been performing the same job duties for over a year. (# 20)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

To develop a plan of action (questions # 9, 10, 11, and 12)

Employer Participation

Ask employers how they decide to give an employee a promotion.

Coordinator Notes

Activity # 72 Name ________________________________

TITLE: Getting That Promotion

Getting a promotion is not a result of being on a job longer than the next guy. It is the result of doing your own job better than is expected by your employer. That is, not only doing what is expected of you but going one step beyond. If you are planning to get a promotion, you should first make sure you can handle all aspects of your current job and then begin to take on additional responsibilities. An employer will promote a person who has shown the potential to handle the tasks that go with the new job.

Marsha and Phil both worked at the Ponderosa Nursery out on "J" Street. There are several jobs at the nursery and several students working part time during the week and on Saturdays. Phil and Marsha have both worked there for about two years. Last week one of the college students announced that he would be graduating from college in about a month and that his evening supervisory position would be open. The next day Mr. Kelly, the owner of the Ponderosa Nursery, told Phil, Marsha, and another student that the job would be filled by one of them.

On Thursday, Jim, the graduating college student, was called for an interview and wasn't able to make it to work. Those on the evening shift would be working on their own. Phil decided this was his chance to make a few points with Mr. Kelly. By making sure everyone did his or her job, Phil felt he could keep the nursery running smoothly and assure Mr. Kelly that he was the right person for the job. Well, Phil really played the part of the boss. He bossed all of the other employees around. By closing time he had accomplished two things. Number one, all of the other employees hated him. Number two, he was so busy playing boss that he forgot to do some of his usual jobs. In fact, the only part of his usual job that he did well that evening was his break.

Activity # 72 continued page 2 Name ______________________________

Marsha, on the other hand, was her good old self. She did her work and in her spare time looked around to see if there was anything that needed to be done. She noticed that Phil had missed some of his usual jobs and, since she was his friend, decided to cover for him. She also remembered that the Orchid Hot House heater needed to be turned on before the sun went down, a job usually done by Jim.

The next morning as Mr. Kelly pulled into the nursery parking lot, he felt a little sick. It had just dawned on him that Jim wasn't working the night before so the hot house heaters were not turned on, and, with the temperature dipping below the 35 degree mark, meant that his orchids were all dead. His loss could amount to over $5,000. To his relief, he felt warm air hit him when he opened the door to the hot house. At that point he was relieved but a little sad that he was not going to have Jim as his evening supervisor. He was sure that Jim had returned after his interview to turn on the heaters.

Later that afternoon as Jim was coming to work, he realized that he had forgotten all about the heaters and had just hoped that Mr. Kelly remembered to turn them on. When he entered Mr. Kelly's office, he was greeted by, "Thanks for coming in last night after work and turning on the heaters." Jim explained that he had forgotten, and the two of them tried to figure who it could have been.

When the evening employees got to work, Jim asked each of them who had turned on the heaters. One of the employees told Jim she didn't know, but it couldn't have been Phil because all he did was yell out orders to all the other employees. When Dave was asked, he said he had seen Marsha in the hot house but didn't know what she was doing.

After Jim explained to Mr. Kelly what had happened the night before, Mr. Kelly decided to give Jim's supervisory job to Marsha.

Activity # 72 continued page 3 Name ______________________

Directions: After reading the entire activity, answer the following questions:

1. Why do you think Mr. Kelly gave Marsha the promotion? Saving the orchids wasn't the only reason. ______________________

____

____

2. List the attitudes, habits, and skills that Marsha developed as part of her job.

attitudes - ______________________

habits - ______________________

skills - ______________________

3. What attitudes, habits, and skills have you developed successfully on your job?

attitudes - ______________________

habits - ______________________

skills - ______________________

4. Write a short description of your job. Include your duties as well as the attitudes, habits, and skills. ______________________

____

____

____

5. Write a short description of the job to which you hope to be promoted.

____

____

____

6. What attitudes, habits, and skills will you need to be considered for promotion?

attitudes - ______________________

habits - ______________________

skills - ______________________

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Activity # 72 continued page 4 Name ______________________ __________

7. What have your salary reviews, progress reports, and/or other company evaluation reports indicated are your areas of weakness?

8. How can you improve in these areas on your present job so you might be considered for the promotion?

Action Plan:

9. What are you going to do to improve your chances for a promotion?

10. How are you going to do it?

11. When are you going to do it?

12. How will you know you have done it?

Activity # 73 TITLE: The Work Attitudes Expected on Your Job

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed primarily for students who have indicated that they are not sure what is expected of them on the job. (# 21)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

Develop a plan of action. (questions # 3, 4, 5, 6, and 7)

Employer Participation

Ask employers how they handle an employee with a poor attitude.

Coordinator Notes

Activity # 73 Name ______________________________

TITLE: The Work Attitudes Expected on Your Job

A proper attitude is necessary if you expect to keep a job, get a promotion, or a good letter of recommendation for your next job. This attitude is expected of you by your employer. This activity is designed to allow you to get a better picture of your attitude, by helping you to identify your attitudinal strengths and weaknesses and to put together a plan for improvement.

Directions: Answer the following questions regarding your work attitudes:

1. Indicate the extent to which you feel you have developed the proper work attitudes. Using the chart below, circle the appropriate number between 1 (vast improvement needed) and 5 (no improvement needed) for each work attitude.

Work Attitudes	Improvement Needed		No Improvement Needed		
a. Appearance	1	2	3	4	5
b. Attendance/Punctuality	1	2	3	4	5
c. Cooperation With Employees	1	2	3	4	5
d. Cooperation With Customers	1	2	3	4	5
e. Dependability/Reliability	1	2	3	4	5
f. Observation of Rules Written and Unwritten	1	2	3	4	5
g. Initiative	1	2	3	4	5
h. Setting Goals	1	2	3	4	5

2. Circle the work attitudes above that you feel, if improved, would serve as a positive step towards earning a raise, a promotion, or getting a good letter of recommendation for your next job.

Activity # 73 continued page 2 Name ______________________

Your Action Plan

3. What attitudes need to be improved?

____

____

____

____

4. How will you improve your attitudes?

____

____

____

____

5. When will you start? ______________________________

6. How will you know when you've improved?

____

____

____

7. What changes can you expect as a result of your improvement?

____

____

____

Activity # 74

TITLE: The Work Habits Expected on Your Job

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed primarily for students who have indicated that they are not sure what is expected of them on the job. (# 21)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

Develop a plan of action. (questions # 3, 4, 5, 6, and 7)

Employer Participation

Ask employers how they handle an employee with poor work habits.

Coordinator Notes

Activity # 74 Name ______________________________

TITLE: The Work Habits Expected on Your Job

Work habits are those activities that you are expected to do without being constantly reminded by your employer. These work habits are usually not listed on a page or handed to you. You usually discover these habits as you learn your job. Work habits are some of the things that make your job different from others.

Directions: Answer the following questions regarding your work habits:

1. Indicate the extent to which you feel you have formed the proper work habits. Using the chart below, circle the appropriate number between 1 (vast improvement needed) and 5 (no improvement needed) for each work habit.

Work Habits	Improvement Needed		No Improvement Needed		
a. Following Instructions	1	2	3	4	5
b. Customer Relations	1	2	3	4	5
c. Pride In Work Area	1	2	3	4	5
d. Communication/Expression	1	2	3	4	5
e. Productivity/Completes Work	1	2	3	4	5
f. Cost Conscious and Effective	1	2	3	4	5
g. Poised and Self-Confident	1	2	3	4	5

2. Circle the work habits above that you feel, if improved, would serve as a positive step towards earning a raise, a promotion, or getting a good letter of recommendation for your next job.

Activity # 74 continued page 2 Name ______________________________

Your Action Plan

3. What work habits need improvement?

____

____

____

4. How will you improve them?

____

____

____

5. When will you start?

____

6. How will you know when you've improved?

____

____

____

7. What changes can you expect as a result of your improvement?

____

____

____

Activity # 75

TITLE: The Work Skills Expected on Your Job

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed primarily for students who have indicated that they are not sure what is expected of them on the job. (# 21)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

To develop a plan of action (questions # 3, 4, 5, 6, and 7)

Employer Participation

Ask employers how they handle an employee with poor work skills.

Coordinator Notes

Activity # 75 Name ______________________________

TITLE: The Work Skills Expected on Your Job

Work skills include the knowledge and abilities you either have or need to learn to be successful on your present job or to get promoted or move to another job.

After identifying the skill areas that need improvement and/or new skills that need to be learned, you can request more on-the-job training and/or enroll in skill training programs outside the work environment.

Many work skills, attitudes, and habits are reviewed when your employer evaluates your job performance. As you discuss your evaluation with your employer, find out what you need to do to gain the skills necessary to be a more productive employee.

Directions: Answer the following questions regarding your work skills:

I. Indicate the extent to which you feel you have mastered your work skills. Using the chart below, circle the appropriate number between I (vast improvement needed) and 5 (no improvement needed) for each work skill.

Work Skills	Improvement Needed			No Improvement Needed	
a. Work Output	I	2	3	4	5
b. Job Knowledge	I	2	3	4	5
c. Judgments	I	2	3	4	5
d. Job Planning/Organization	I	2	3	4	5
e. Understanding Instructions	I	2	3	4	5
f. Preparing for Advancement	I	2	3	4	5
g. Basic Reading	I	2	3	4	5
h. Basic Writing	I	2	3	4	5
i. Arithmetic	I	2	3	4	5
j. Verbal Communications	I	2	3	4	5
k. Physical Condition	I	2	3	4	5

Activity # 75 continued page 2 Name ______________________________

2. Circle the work skills listed on the chart on page 1 of this activity that you feel, if improved, would serve as a positive step towards earning a raise, a promotion, or getting a good letter of recommendation for your next job.

Your Action Plan

3. What are you going to do to improve your work skills? ____________

____

____

____

____

4. How are you going to improve these work skills? ____________________

____

____

____

5. When are you going to improve your work skills? ____________

____

6. How will you know you have improved these work skills? ____________

____

____

____

7. List the work skills that you will want to discuss with your employer during your job performance evaluation. ______________________________

____

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____

Activity # 80 TITLE: Fringe Benefits

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not understand fringe benefits. (# 22)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student needs time outside of classroom to complete assignment.

Main Idea

Fringe benefits differ among businesses, industries, and unions and have a financial value. (questions # 3 and # 4)

Employer Participation

Ask employers what fringe benefits are offered by their company.

Coordinator Notes

Activity # 80 Name ______________________________

TITLE: Fringe Benefits

Fringe benefits are granted to employees in addition to their regular wages. They are worth money to you. Some fringe benefits, such as workers' compensation and social security, are required by law in most cases. Other fringe benefits like health insurance, paid sick leave, and coffee breaks will vary among businesses, industries, and unions. A comprehensive list of fringe benefits can be found on page 3 of this activity.

Directions: Answer the following questions regarding fringe benefits using the chart on page 3 when necessary:

1. Place a check (✓) in column 1 of the Fringe Benefit Chart to indicate the fringe benefit you are receiving on your current job.

2. Interview two full-time working persons regarding the fringe benefits they receive. The persons should be from different companies, industries, and/or unions. They can be your parents, friends, relatives, or full-time employees at your place of work. Use the Fringe Benefit Chart as a guide. Record the information in columns 2a and 2b of the chart by placing a check (✓) beside each fringe benefit these workers receive.

2a. The person whose fringe benefits are checked in column 2a works for or as a ____

2b. The person whose fringe benefits are checked in column 2b works for or as a ____

3. In your opinion, do most businesses, industries, and unions offer their workers about the same fringe benefits? Yes ______ No ______ Explain your answer. ____

____

____

____

Name ______________________________

4. In looking for a full-time job, why is it important to consider the fringe benefits offered by the companies, industries, and unions?

____

____

____

5. How can you find out about the fringe benefits offered by a company, industry, and/or union? ______________________________________

____

____

Activity # 80 continued page 3 Name ______________________________

Fringe Benefit Chart Columns	Current Job 1	Interview 2a	Interview 2b
Social Security			
Unemployment Compensation			
Workers' Compensation			
Pension Plan Premiums			
Life Insurance Premiums			
Death Benefits			
Accident and Medical Premiums			
Hospitalization Insurance			
Salary continuation for long disability			
Dental Insurance Premiums			
Discount on company goods and services			
Employee meals furnished by company			
Separation or Termination Pay			
Moving Expenses			
Paid Rest Periods			
Paid Lunch Periods			
Paid Wash-up Time			
Paid Travel Time			
Paid Clothes-change Time			
Paid Get-ready Time			
Parking Space			
Membership in organizations			
Paid Vacations			
Payments in lieu of vacation			
Payment for holidays not worked			
Paid sick leave			
Payments for National Guard duty			
Payments for jury duty			
Payments for being witness in court			
Voting pay allowances			
Payments for time lost due to death in family			
Payment for time lost due to personal reasons			
Profit-sharing payments			
Contributions to employee thrift plans			
Christmas bonuses			
Special bonuses			
Service Awards			
Suggestion Awards			
Employee Education Expenditures (tuition, refunds,etc.)			

Activity # 81 TITLE: Programs for the Unemployed

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students in the program.

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete this activity within one classroom period but may need time outside of class to research the answers.

Main Idea

Unemployment insurance is designed to help those that are out of work through no fault of their own and not just anybody that quits a job. (question # 9)

Employer Participation

Ask employers if they can relate an example to you when unemployment insurance was a benefit to a person.

Coordinator Notes

Activity # 81 Name ______________________

TITLE: Programs for the Unemployed

You can get help when you are out of work. The Employment Development Department (EDD) provides assistance by paying unemployment and disability insurance benefits.

Unemployment insurance is just that---insurance---and it works just like any other type of insurance. California employers pay the cost of unemployment insurance to provide you a weekly income when you are out of work through no fault of your own.

As soon as you become unemployed, go to your nearest EDD office and file a claim. To file a claim, you need the following:

- To be totally or partially unemployed or out of work for any reason
- To know your correct social security number
- To know the name and address of your last employer

Keep your personal data sheet up to date so that you can easily provide your past work records and dates worked as well as the names and addresses of all employers you have worked for in the past nineteen months.

After you have filed your claim with your nearest EDD office, to receive benefits you must:

- Be able to work.
- Be available to work full time.
- Make a reasonable effort to find work, such as registering at placement agencies, answering employment ads, and following the job-getting ideas and plans outlined in other activities.

Some groups of workers are not normally covered by unemployment insurance. They include youth under 18 years of age employed by their

Activity # 81 continued page 2 Name ______________________________

parents, husbands and wives employed by each other, certain salespersons paid by commission only, and persons enrolled and attending classes at the school where they are employed are a few examples. If you work less than full time, you may be eligible for benefits. If you don't know whether you are covered, ask your employer, or, if that is not possible, ask at the nearest EDD field office.

It is important for you to understand the difference between laid off and discharged. Laid off, which usually means lack of work and is generally not your fault, would make you eligible for benefits. Discharged, a polite word for being fired, means losing the job through some act of your own and benefits may be denied. If you quit your last job, you must show it was done for very good reasons, or you cannot draw benefits. Your best course is to keep your job until you have another one lined up. Remember, however, that benefits are not automatically refused under any circumstances. Each case is decided on its own merits. Always check with your local EDD field office.

Disability insurance is payable when you cannot work because of sickness or injury not caused by your job. You cannot be paid unemployment insurance and disability insurance benefits for the same period. Most workers covered by California unemployment insurance are covered by disability insurance. Your cost is a small percentage of your wages.

Directions: Answer each of the following questions regarding programs for the unemployed:

1. What is the purpose of unemployment insurance? ____________________

____

____

____

Activity # 81 continued page 3 Name ____________________

2. Who pays for unemployment insurance? ____________________

____

3. What is the purpose of disability insurance? ____________________

____

____

4. Are you covered by disability insurance? Yes _____ No _____

5. If you are covered by disability insurance, how much is deducted from your paycheck each period? ____________________

6. A "Notice to Employees" sign is included in this activity on page 4. Where at your place of business is a similar sign posted? ____________________

____

____

7. Where is your nearest EDD field office located? If you need to, check the white pages of your telephone book under California, State of - Employment Development Department.

Address ____________________

City ____________________ Phone ____________________

8. If you just lost your job, what would you do to find out if you qualified for unemployment insurance benefits? ____________________

____

9. If you are planning to leave your job in the near future, can you receive unemployment insurance benefits once you leave? Explain. ____________________

____

____

____

Activity # 81 continued page 4

NOTICE TO EMPLOYEES

THIS EMPLOYER IS REGISTERED UNDER THE CALIFORNIA UNEMPLOYMENT INSURANCE CODE, AND WAGE CREDITS ARE BEING ACCUMULATED BY YOU FOR

UNEMPLOYMENT INSURANCE

(Paid for entirely by EMPLOYERS' taxes)

and

DISABILITY INSURANCE

(Paid for entirely by WAGE EARNERS' taxes)

- **WHEN YOU ARE UNEMPLOYED AND READY, WILLING AND ABLE TO WORK, YOU MAY BE ELIGIBLE TO RECEIVE UNEMPLOYMENT INSURANCE**

  You must file a claim for Unemployment Insurance at the nearest Employment Development Department Office, and register for work.

- **IF YOU WORK LESS THAN YOUR NORMAL FULL-TIME HOURS AND EARN LESS THAN YOUR WEEKLY BENEFIT AMOUNT BECAUSE YOUR EMPLOYER DOES NOT HAVE WORK FOR YOU, YOU MAY ALSO RECEIVE BENEFITS**

  You must file a claim for Unemployment Insurance at the nearest Employment Development Department Office

- **WHEN YOU ARE UNABLE TO WORK BECAUSE OF SICKNESS OR INJURY, YOU MAY BE ELIGIBLE TO RECEIVE DISABILITY INSURANCE BENEFITS.**

  1. If this firm operates under an approved Voluntary Plan of Disability Insurance and you have chosen to be covered by it, claim forms should be obtained from your employer.
  2. **For State Disability Insurance, claim forms may be obtained from your doctor, hospital, or any Employment Development Department Office. The "First Claim" must be mailed not later than the 20th day after the first day for which benefits are payable if you are to receive credit from the time you first became disabled. Earlier filing will speed your payment.**

- **GET FULL INFORMATION AT YOUR LOCAL EMPLOYMENT DEVELOPMENT DEPARTMENT OFFICE**

STATE OF CALIFORNIA

EMPLOYMENT DEVELOPMENT DEPARTMENT

Claims should be filed promptly. You may lose benefits to which you would otherwise be entitled if you delay filing of your claim.

Activity # 82 TITLE: Social Security

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity designed for students who do not know what FICA means.

Methods

Individual activity

Resources

- Classroom activity

Time

Student can complete activity within one classroom period.

Main Idea

Student is paying social security tax. (question # 10)

Employer Participation

Ask employers if their company has a pension plan for their employees.

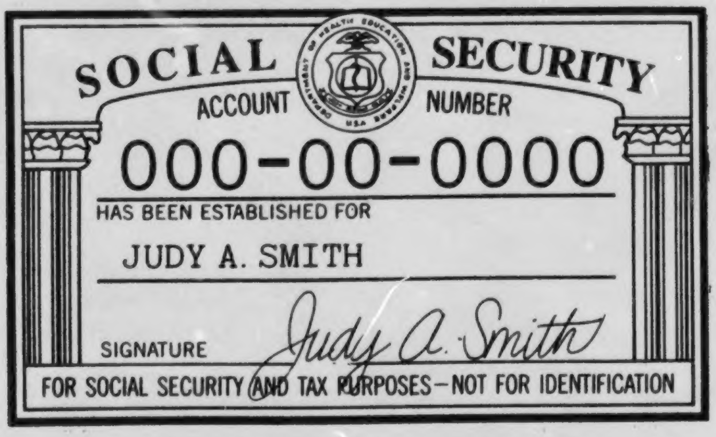
Coordinator Notes

Activity # 82 Name ______________________________

TITLE: Social Security

Social security is kind of an insurance. It is like life insurance or car insurance. It helps protect you and your family. Today, social security protects young workers and their families as well as retired workers in the following ways:

- Disability - You may get very sick or injured and not be able to work for a long period of time. If you qualify, you will get a check each month from social security.
- Survivors - You may die at an early age. If you are covered by social security, your family will receive benefits each month.
- Retirement - When you get to be 62 years of age or older, you may stop working. Social security will send a check each month.
- Medicare - When you are 65, medicare can help pay your hospital and doctor bills. Some disabled persons under 65 years of age also are covered by medicare.



SOCIAL SECURITY
ACCOUNT NUMBER
000-00-0000
HAS BEEN ESTABLISHED FOR
JUDY A. SMITH
SIGNATURE Judy A. Smith
FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

If you have not applied for a social security card, have lost your card, or changed your name, you should read pages 6, 7, and 8 of this activity.

Name ______________________

Your social security number
Social security checks for you and your family in the future will be based on the record of earnings kept for you during your working lifetime under the number shown on your social security card.

Other people may have the same name you have, but your social security number is yours alone. It singles out your social security record from some 200 million others.

Here's how it works
If you work as an employee, your employer deducts your share of the social security contribution from your wages. Your employer adds a matching amount as his or her share and sends a report of the wages you have earned to the Internal Revenue Service. The report shows your name and social security number and how much you earned.

If you work for yourself in your own business, you pay your own social security contributions and make your own report. You do this when you file your Federal income tax return.

Your reported wages or self-employment earnings are entered on your social security record. This record will someday be used to figure the amount of benefits payable to you and your family when you retire or become disabled, or to your family if you should die.

Using your social security card
Your social security number is the key to assuring that your earnings are accurately entered on your record throughout your working years.

Take your card with you when you get a new job, and make sure that your employer copies your name and number correctly.

Keep the stub showing your social security number with your other important papers in some safe place. If you lose your card, take the stub to any social security office. You will get a duplicate card with the same number.

If you change your name—through marriage, for example—ask for a duplicate card. You will get another card with your new name but the same number.

If you ever find you have more than one social security number, get in touch with any social security office promptly. Someone there will help you correct your records so that you get full credit for all the earnings reported for you.

Any Federal, State, or local agency that asks for your social security number must tell you whether giving it is mandatory or voluntary, under what authority the number is being requested, and what uses will be made of it.

Unless you are already getting social security checks, there is no need to tell us when you change your address. But you should contact any social security office immediately if you:

- Lose your card—to get a duplicate card.
- Change your name—to get a card in your new name.
- Are unable to work because of a severe disability expected to last 12 months or more—to ask about disability checks and possible vocational rehabilitation services.
- Are 62 or older—to ask about retirement checks.
- Are within 2 or 3 months of age 65, even if you don't plan to retire—to sign up for Medicare.
- Whenever you have a question about social security.

Tell your family to inquire about survivor benefits in the event of your death, regardless of your age.

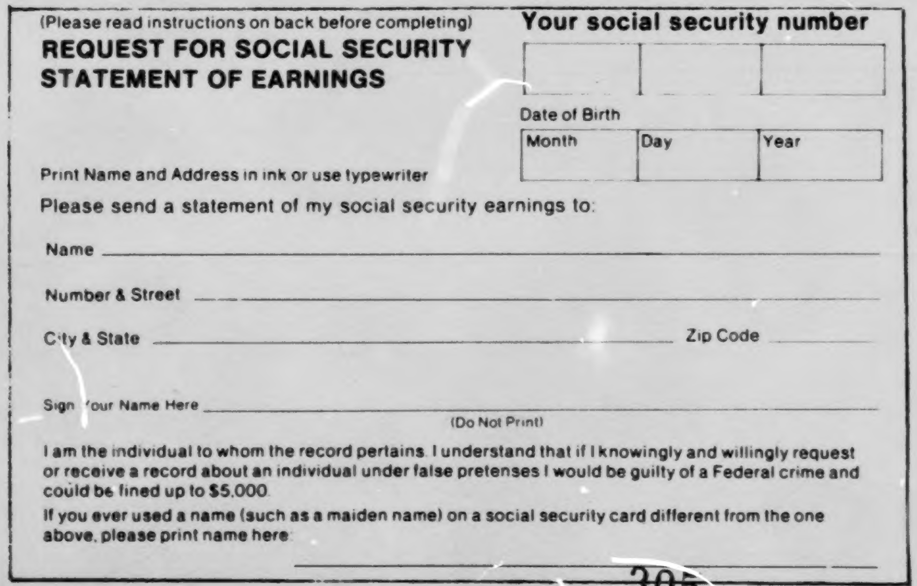
Activity # 82 continued page 3 Name ______________________________

Before you or your family can get monthly cash benefits, you must have credit for a certain amount of work under social security. Social security credit is measured in "quarters of coverage." In 1980, you could earn one quarter of coverage for each $290 of your covered annual earnings, up to a total of four quarters for the year. No more than four quarters of coverage can be earned for any one year. This means in 1980 that if you earned $1160 or more under social security, you would receive credit for four quarters of coverage. The $290 used in 1980 to measure one quarter of coverage will increase automatically in the future to keep pace with average wages. To receive retirement benefits, you need 10 years or credit for 40 quarters of coverage. The number of quarters required for you to receive disability and survivors benefits will vary depending upon your age and years under social security.

It is a good idea to check your social security record every three years. To check your record, you should do the following:

- Obtain a Request for Statement of Earnings post card (shown below) from your Social Security field office.
- Follow the directions on the card.
- Write the letters QC in the upper left hand corner of the card in order to receive your quarterly count.
- Stamp and mail to :

SOCIAL SECURITY ADMINISTRATION
P.O. Box 57
Baltimore, Md. 21203



(Please read instructions on back before completing)

REQUEST FOR SOCIAL SECURITY STATEMENT OF EARNINGS

Your social security number

Date of Birth

Month	Day	Year

Print Name and Address in ink or use typewriter

Please send a statement of my social security earnings to:

Name ______________________________

Number & Street ______________________________

City & State ______________________________ Zip Code __________

Sign Your Name Here ______________________________
(Do Not Print)

I am the individual to whom the record pertains. I understand that if I knowingly and willingly request or receive a record about an individual under false pretenses I would be guilty of a Federal crime and could be fined up to $5,000.

If you ever used a name (such as a maiden name) on a social security card different from the one above, please print name here: ______________________________

Activity # 82 continued page 4 Name ______________________________

Directions: Answer the following questions regarding social security:

1. List three times during the last year that you have been asked for a social security card or number.

____

____

____

2. Do you know your social security number without looking at your card?

Yes ______ No ______

3. Why is it important that you keep your social security number in a safe place separate from your social security card? ______________________

____

____

____

4. Why is it important that you keep your same social security number all of your life? ____

____

____

5. If you should lose your social security card or change your name, what should you do to update your social security record? ______________________

____

____

____

6. Under what circumstances can a person under 62 years of age receive benefits from social security? ______________________________________

____

____

Activity # 82 continued page 5 Name ________________________________

7. How do you know if the wages you are earning can be counted under social security? ____

____

8. In 1980, how much did you have to earn under social security to get credit for one quarter of coverage? $_______. What is the current amount? $______.

9. Why is it important to earn at least 40 quarters of coverage during your lifetime?

____

____

10. How much was deducted from your last pay check for social security (FICA)?

$__________________.

11. How much during that same pay period did your employer contribute towards your social security? $____________________.

12. Have you been working under social security for at least a year?

Yes ______ No ________. If your answer is yes, review page 3 of this activity and request a statement of earnings from social security.

13. If you do not have a social security card, have lost your card, or changed your name, read pages 6, 7, and 8 of this activity.

Applying for a social security number

Applying for a social security number
The social security law requires that you furnish evidence of age, identity, and U.S. citizenship or lawful admission status when you apply for a social security number. If you are 18 or older, you must apply in person. If you are applying for a replacement card or changing your name or other information on your record, you must establish your identity. For a change-of-name request, the evidence must identify you with both your old name and your new name. If you need help in obtaining any documents, get in touch with any social security office.

Documents are subject to verification with the agency that issued them.

Please do not submit uncertified photocopies of your documents. We must see either the original documents or a copy certified by the agency which issued it. We will return any documents you send us.

It usually takes about 6 weeks to get your social security card after we receive your application and necessary documents.

If you were born in the United States
A variety of documents can be submitted as evidence of your age, identity, and citizenship. Examples of these documents are included in the following lists.

Evidence of age and citizenship
- ▶ Public or hospital record of birth established before age 5.
- ▶ Religious record of birth or baptism established before age 5.

If you cannot obtain either of these records, please submit one or more of the documents listed under Evidence of Identity which show your date of birth or age and your place of birth.

Evidence of identity
Please submit one or more of the following documents:
- ▶ Driver's license
- ▶ State identity card
- ▶ Voter's registration
- ▶ School record
- ▶ Report card
- ▶ School identification card
- ▶ Marriage record
- ▶ Divorce decree
- ▶ Work badge or building pass
- ▶ Draft card or military ID
- ▶ Military discharge papers
- ▶ Military dependent's ID
- ▶ U.S. passport
- ▶ U.S. citizen ID card
- ▶ Baby's hospital wrist band
- ▶ Newspaper birth announcement
- ▶ Baby book
- ▶ Adoption record
- ▶ Court order for name change
- ▶ Church membership or confirmation record
- ▶ Welfare case record
- ▶ Clinic, doctor or hospital record
- ▶ Vaccination certificate
- ▶ Insurance policy
- ▶ Day care or nursery school records
- ▶ Child's membership in Boy Scouts, Girl Scouts, or other youth organization
- ▶ Any other document providing identifying data such as a physical description, photograph, or signature

If you were born outside the United States
If you were born outside the United States but now are a U.S. citizen, you should submit one of the following:
- ▶ U.S. passport
- ▶ Naturalization certificate
- ▶ U.S. citizen identity card
- ▶ Certificate of citizenship
- ▶ U.S. Consular report of birth (plus other evidence of your identity)

INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM

If you do not know the answer to a question and cannot find the answer, write "unknown" in the space for the answer.

If you have any questions about how to complete the form, what papers you must submit with it or whether a personal interview will be necessary, please call your nearest social security office at the number listed in your telephone directory. After your completed application and all necessary evidence are received, your local office can tell you approximately how long it will take before you get your social security card in the mail. The instructions below are numbered to correspond with the numbered items on the application.

1. Please enter your full name as you use it for work, school, or other official business. If you have a middle name, enter it in full in the space provided. Your entire name will be recorded in our records; however, only your first name, middle initial and last name will appear on the card itself, unless you specifically request that we spell out your middle name.

   If your name has changed, show the name you were given at birth on the second line.

   If you have used any other name during your lifetime, show it on the third line. Do not include nicknames unless used officially at school or work. More than one such name can be shown.

2. Enter the address where you want your social security card mailed. If mail under your name is not normally received at the address which you show, use an "in care of" address. Example: c/o J. Doe, 1 Elm St.

3. Check the block which applies to you. If you checked "Other," please submit a statement explaining your situation and why you need a social security number. (You may attach a separate sheet.)

4. Check the block to indicate your sex.

5. While your failure to complete this question will not affect your obtaining a social security number, this information is important to find out how Social Security programs affect different groups of people in our Nation. It is also essential for preparing statistics to determine compliance with Federal civil rights laws. When used for this purpose, statistics are presented as summaries or other forms of information which do not reveal the names of individuals.

6. Enter your date of birth by month, day, year.

7. Enter your age as of your last birthday.

8. Enter the city and State where you were born. If you were born outside the U.S., show the name of the city and country. Please do not use abbreviations.

9. The names of your parents, even if they are no longer alive, are very important in establishing your unique and individual record with social security. Be certain to show your mother's full name at her birth. If your father's last name is different from your name at birth, please explain by writing, for example, "step-father" or "adopting father" after your father's name. Use whichever name you prefer. If, however, you have ever requested a card before, use the name of the same father, step-father, etc. you used when you first applied.

10. If your answer to item 10a is "No," or "Don't Know," go to item 11. If your answer is "Yes," answer questions 10b through 10e. If you applied for a social security number card before but never received it, draw a line through item 10b and try to answer both questions of item 10c as carefully as you can.

11. Enter today's date by month, day, year.

12. If we must contact you for any reason, we would prefer to phone you. Please indicate a phone number where we can reach you or leave a message for you.

13. Sign your name as it is usually written. Do not print unless your usual signature is printed. If you are applying on behalf of someone else, sign your own name. If you cannot write your name, you may sign by an "X" mark. Two persons must sign as witnesses to your mark.

14. Check the block marked "self" if you are completing the form for yourself. If you are completing the form for someone else, check the "other" block and show your relationship to the applicant; for example, "father" or "guardian."

HOW TO APPLY FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

This application can be used to apply for a social security number for the first time, to get a replacement for your card, or change any information on your record. Before you begin to complete this application, please read the information below, the completion instructions on page 2 and the information about the Privacy Act on page 4 of this form.

WHERE TO APPLY

You may apply either by mailing your documents and forms to the nearest social security office or by bringing them in person. However, you must apply *in person* at a social security office if:

1. You are age 18 or older and have never had a social security number card before, or
2. You are an alien whose immigration documents should not be mailed.

EVIDENCE YOU WILL NEED

The social security law requires that you furnish evidence of your age, identity, and U.S. citizenship or lawful alien status when you apply for a social security card. The evidence you must submit will depend on your circumstances. There are four different categories described below. Find the one which applies to you and then read the instructions carefully.

You must submit original or certified documents as evidence — we cannot accept uncertified or notarized photocopies. We will return all documents submitted. NOTE: all documents submitted as evidence may be retained temporarily and verified with the custodian of the original records.

If you have any questions or need help in obtaining your documents, please call or visit your nearest social security office.

1. U.S. Citizen — Born in the U.S.
Applying for Original Social Security Number

Please submit one document from List A **and** at least one from List B.

List A. Evidence of Age and Citizenship

One of the following records established before your 5th birthday:

- Public or hospital birth certificate
- Religious record of birth or baptism

If you cannot get either of these records, please furnish documentation from List B. At least one document must show your name, age or date of birth, your place of birth, and should be at least one year old.

List B. Evidence of Identity (A birth record is not evidence of identity.)

- State identity card
- Insurance policy
- Driver's license
- School ID card
- Vaccination certificate
- Adoption record
- School record or report card
- Clinic, doctor or hospital record
- U.S. passport or citizen ID card
- Church membership or confirmation record
- Day care or nursery school record
- Court order for name change
- Labor union or fraternal organization record
- Record of child's membership in Boy Scouts, Girl Scouts or other youth organization
- Any other document providing identifying data such as a physical description, photograph, or signature
- Marriage or divorce record
- Work badge or building pass
- Voter's registration card
- Military or draft record
- Newspaper notice of birth
- Welfare case record
- Military dependent's ID

2. U.S. Citizen — Born Outside the U.S.
Applying for Original Social Security Number

If you were born outside the U.S. but are a U.S. citizen, you should submit either:

a. U.S. consular report of birth **and** evidence of your identity (see category 1, list B); or

b. Your foreign birth certificate (if available) **and** one of the following:
   - U.S. citizen ID card
   - Certificate of citizenship
   - U.S. military discharge papers showing U.S. citizenship
   - U.S. passport
   - Naturalization certificate

3. Alien — Not a U.S. Citizen
Applying for Original Social Security Number

If you are an alien living in or visiting the U.S. *and you are permitted to work* (as shown on your immigration document), you should bring in your foreign birth certificate (if available) and one of the following:

- **Alien Registration Card I-151 or I-551**
- U.S. Immigration Form I-94, AR-3a, I-185, I-186 (and SW-434 if applicable), I-95 or I-84.

NOTE: Do not mail these documents — bring them in.

If you are a lawfully admitted alien *but not permitted to work* and you have a valid need for a social security number for a reason other than work, we will issue you a number. However, we will mark your record and if you ever use the number in a job, we will notify the Immigration and Naturalization Service of the unauthorized work. In addition, any information obtained in connection with this application can be given to the Immigration and Naturalization Service.

4. Any Applicant Requesting a Correction or Replacement Card

You must present at least evidence of your identity such as one or more of the documents in categories 1 (List B), 2 or 3. After we examine your documents, you may be asked for additional evidence of your age or U.S. citizenship or alien status.

If you are changing your name, you must provide documents showing both your **old** and **new** names.

Activity # 82 continued page 8

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

FORM APPROVED
OMB NO. 72-S79002

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

1	NAME TO BE SHOWN ON CARD	First	Middle	Last
	FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
	OTHER NAME(S) USED			
2	MAILING ADDRESS	(Street/Apt. No., P.O. Box, Rural Route No.)		
	CITY		STATE	ZIP CODE

3 CITIZENSHIP (Check one only)

☐ a. U.S. citizen
☐ b. Legal alien allowed to work
☐ c. Legal alien not allowed to work
☐ d. Other (See instructions on Page 2)

SEX

☐ Male
☐ Female

RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)

☐ a. Asian, Asian-American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
☐ c. Negro or Black (not Hispanic)
☐ d. North American Indian or Alaskan Native
☐ e. White (not Hispanic)

6	DATE OF BIRTH	MONTH	DAY	YEAR	PRESENT AGE	PLACE OF BIRTH	CITY	STATE OR FOREIGN COUNTRY

9	MOTHER'S NAME AT HER BIRTH	First	Middle	Last (her maiden name)
	FATHER'S NAME	First	Middle	Last

10 a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes

If you checked "yes", complete items "b" through "e" below; otherwise go to item 11.

b. Enter social security number

c. In what State did you apply? What year?

d. Enter the name shown on your most recent social security card

e. If the birth date you used was different from the date shown in item 6, enter it here. MONTH DAY YEAR

11 TODAY'S DATE MONTH DAY YEAR

Telephone number where we can reach you during the day HOME OTHER

WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.

YOUR SIGNATURE

YOUR RELATIONSHIP TO PERSON IN ITEM 1

☐ Self ☐ Other (Specify) ____________

WITNESS (Needed only if signed by mark "X")

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

DOC [illegible]

FORM SS-5 (10-80) PRIOR EDITIONS SHOULD BE DESTROYED

THE PRIVACY ACT AND YOUR REQUEST FOR A SOCIAL SECURITY NUMBER CARD

Before we can give you a social security number, there is certain information we need from you. The Privacy Act of 1974 requires us to give you the following facts when we ask for this information:

- Why the information is needed
- The legal authority for asking for it
- The information you are required to give
- The effects of not providing the information
- How the information will be used and to whom it may be disclosed

Why Information Is Needed

Your social security number is needed for us to keep a correct record of your earnings while you are working. It will also be needed if you die, retire or become disabled so that you or your survivors can receive benefits.

The information we request from you is necessary for us to:

- Assign you a social security number
- Issue you a replacement card if you lose your card
- Change information on your social security record
- Establish and maintain a record of your earnings, and
- Conduct research programs in income distribution and maintenance and health insurance.

Legal Authority to Collect Information

Section 205(c) of the Social Security Act authorizes us to collect the information needed to assign you a social security number and issue you a card. Section 702 of the Social Security Act authorizes us to collect the racial/ethnic information needed for statistical purposes.

Required Information

We need the following information to assure that the record we establish for you is your unique and individual record. Specifically, we need your:

- Name as you use it now
- Name at birth
- Place of birth
- Citizenship or alien status
- Date of birth
- Sex
- Mother's name at her birth
- Father's name
- Mailing address
- Signature

We also need to know if you have ever had a social security number.

Effects of Withholding Information

You have a right to refuse to give most kinds of information, but usually it is to your advantage to give us the information we ask for. Without it, we will be unable to keep an accurate record of your earnings under social security. This could possibly cause you to lose benefits in the future. In some cases, we cannot even give you a number without the information. This could mean you would be unable to get a job, since in most cases you need a number to work.

Disclosure of Information

Sometimes we must disclose information from our records without your written consent. This is done, however, only when necessary and when it is authorized by the law or regulations.

If you would like more information about your rights to privacy, ask any social security office for a copy of "Collection and Use of Information by the Social Security Administration" (Form SSA-5000).

Information Concerning Collection of Racial/Ethnic Information

The categories for race and ethnic background have been established by th Office of Federal Statistical Policy and Standards to assure uniform reporting to all Federal agencies. The categories are:

1. **American Indian or Alaskan Native**

   Persons having origins (ancestry) in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

2. **Asian or Pacific Islander**

   Persons having origins (ancestry) in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, the Philippine Islands, Korea, Samoa, etc.

3. **Black or Negro (not Hispanic)**

   Persons having origins (ancestry) in any of the black racial groups of Africa.

4. **Hispanic**

   Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (ancestry), regardless of race.

5. **White (not Hispanic)**

   Persons having origins (ancestry) in any of the original peoples of Europe, North Africa, or the Middle East.

If you are of mixed racial/ethnic background, choose the category with which you most closely identify yourself.

312

Activity # 83 TITLE: Workers' Compensation

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students who do not understand Workers' Compensation. (# 24)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activty within one classroom period but may need time outside of class to find correct answers.

Main Idea

Report all injuries or illnesses that are related regardless of who may be at fault. (question # 5)

Employer Participation

Ask employers if they can remember one example of how workers' compensation helped a person in need.

Coordinator Notes

Activity # 83 Name ______________________________

TITLE: Workers' Compensation

Workers' compensation is a special kind of insurance which employers purchase to help their workers who get injured on the job or get sick from diseases caused by the job. Workers' compensation provides the following benefits:

- Pays all your medical and hospital bills
- Pays part of your lost wages This is called temporary disability. Temporary disability is money that you get if your illness or injury makes you lose more than three days of work. You can usually expect about 66 2/3% of your actual wage. Temporary disability can last up to five years.
- Provides benefits for a physical handicap from the injury or illness, such as being paralyzed or losing a finger or an arm. This is called permanent disability.
- Provides death benefits and pensions for dependents of workers killed on the job.
- Pays for job training in new jobs for workers who cannot continue in their old job because of injuries.

Be sure to report all work-related injuries. Too frequently, young workers fail to report an injury because either they feel "stupid" that they got hurt or they feel the injury is not serious. To be covered by workers' compensation, all you have to do is report the injury to your supervisor or employer. It is for your own protection. Your employer is responsible for all injuries and diseases that may be caused by your work. Your employer is required by law to have some type of compensation insurance so that if you are injured on the job or become sick from the job, you will be helped no matter who was at fault. In California, employers pay the full amount of the workers' compensation premiums. The amount paid will depend on the safety record of the company and the type of work the workers perform.

Activity # 83 continued page 2 Name ______________________________

For example, the premiums paid for workers in a saw mill will be much higher than premiums paid for office workers because the chance of serious injury to a worker in a saw mill is much greater.

Directions: Answer the following questions regarding workers' compensation:

1. The law requires employers to display the name of their workers' compensation insurance company. Where is this information displayed at your place of employment? ______________________________

2. What insurance company handles workers' compensation for your employer?

____

3. Who at your job would you report a job-related injury to? ______________

____

4. Why is it important to report all work-related injuries? ______________

____

____

5. Are you entitled to workers' compensation if your accident or illness was the result of your carelessness or neglect? Check one. Yes _____ No _____

6. At your school, you are one of a number of students who catch the flu. You miss five days of work. Will workers' compensation insurance pay at least part of your lost wages? Check one. Yes ______ No ______

Why? ______________________________

____

____

Activity # 84 TITLE: Safety and Health

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	☒
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed to help students understand health and safety regulations. (# 24)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete assignment within one classroom period but may need time outside of class to complete the assignment.

Main Idea

To help a person become more aware of safety and health by setting a plan of action (questions # 3, 4, 5, and 6)

Employer Participation

Ask employers how absenteeism affects their place of business.

Coordinator Notes

Activity # 84 Name ______________________

TITLE: Safety and Health

One out of every ten workers suffers some type of work-related accident or injury. This is a serious problem because of the following results:

- Workers lose some of their wages. In many cases they lose their ability to do their jobs. Many need to be re-trained in new jobs.
- Families may have to move and/or change their lifestyles.
- A company's productivity declines when regular workers are absent.
- The economy of the country is affected because declining productivity leads to higher prices and greater inflation.

To help solve this problem of work-related injuries and illnesses, Congress in 1970 passed the Occupational Safety and Health Act (OSHA). In 1973, the California Occupational Safety and Health Act (Cal/OSHA) was passed with two major purposes:

- To ensure safe and healthful working conditions for all California working men and women by enforcement of effective standards
- To help employers maintain safe and healthful working conditions

For decades working minors have been protected by laws. Employers must have a permit to work on file for each minor working. This is to protect the youth. If the health, safety, and education of the minor are impaired by the job, the work permit is revoked, and the minor can no longer work for that employer. The law prohibits minors from working in hazardous occupations. These are occupations and industries where young workers easily could get seriously hurt because they have not had the necessary experience and training to perform the work. A list of hazardous occupations as defined by the U.S. Department of Labor can be found on page 5 of this activity.

Activity # 84 continued page 2 Name ______________________________

For a job safety and health program to be successful, it needs more than just the law. It needs the cooperation of the employer, the supervisors, and the employees. For example, employers and supervisors could provide the following to help prevent accidents and illnesses:

- Conduct programs of safety and health to find and get rid of unsafe working conditions or practices; to control health hazards; and to comply fully with the safety and health standards of every job.
- Train all employees in good safety and health practices.
- Provide the necessary personal protective equipment and instruction for its use and care.
- Develop and enforce safety and health rules; require that employees cooperate with these rules as a condition of employment.
- Investigate, promptly and thoroughly, every accident to find out what caused it and to correct the problem so that it won't happen again.
- Set up a system of recognition and awards for outstanding safety, service, or performance.

As an employee how aware are you of job safety and health?

Directions: Answer the following questions regarding safety and health:

1. Place a check mark (✓) in the space provided for each statement for which you could answer yes.

a. ______ I have observed how injuries could happen at my place of work.
b. ______ I have seen a Cal/OSHA regulation posted at work
c. ______ I have read a Cal/OSHA regulation poster.
d. ______ I know how to report an accident at my job.
e. ______ I am familiar with my company's safety and health regulations.
f. ______ I know what to do in case of fire.
g. ______ I am aware of all possible exits from my place of work.

Activity # 84 continued page 3 Name ______________________

2. What type of job safety and health programs have you observed at your place of work? ______________________

3. What are you going to do to become more conscious of safety and health on your job? ______________________

4. How are you going to become more aware of safety and health? ______________________

5. When are you going to do it? ______________________

6. How will you know you have become more aware of safety and health on your job? ______________________

7. What effect can regular workers that are absent frequently have on the following:

a. The customers of the company ______________________

b. Productivity ______________________

c. Profits of the company ______________________

8. Is it impossible for a worker 16 or 17 years of age to work in the roofing industry? Yes ______ No ______ Explain ______________________

Name ______________________________

9. Do you think employment opportunities for youth under 18 years of age are limited because of laws and regulations? Yes ______ No ______.

Explain ____

____

____

____

____

____

Name ______________________________

HAZARDOUS OCCUPATIONS ORDERS IN NONAGRICULTURAL OCCUPATIONS

Those occupations declared to be particularly hazardous for workers between 16 and 18 years of age (also for minors 14 and 15) are included in the seventeen Hazardous Occupations Orders listed below. Those occupations marked with an asterisk (*) can be performed by apprentices and student-workers 16 and 17 years of age. See U.S. Department of Labor Child Labor Bulletin #101 for complete details.

(1) Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components

(2) Occupations of motor-vehicle driver and outside helper

(3) Coal-mine occupations

(4) Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill

*(5) Occupations involved in the operation of power-driven woodworking machines

(6) Occupations involving exposure to radioactive substances and to ionizing radiations

(7) Occupations involved in the operation of elevators and other power-driven hoisting apparatus

*(8) Occupations involved in the operation of power-driven metal forming, punching, and shearing machines

(9) Occupations in connection with mining, other than coal

*(10) Occupations involving slaughtering, meat-packing, or processing or rendering

(11) Occupations involved in the operation of certain power-driven bakery machines

*(12) Occupations involved in the operation of certain power-driven paper-products machines

(13) Occupations involved in the manufacture of brick, tile, and kindred products

*(14) Occupations involved in the operation of circular saws, band saws, and guillotine shears

(15) Occupations involving wrecking, demolition, and ship-breaking operations

*(16) Occupations involved in roofing operations

*(17) Occupations in excavation operations

U.S. Department of Labor Child Labor Bulletin #102 contains a list of hazardous occupations in agriculture for workers under 16 years of age.

Activity # 85 TITLE: Establishing Credit

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not have any charge accounts and/or credit cards. (# 25)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete this activity within one classroom period. Student will need time outside of school to establish credit.

Main Idea

Even when a person turns 18 years of age, credit is difficult to obtain although getting known at a local bank and building a good work record now will make it easier to get credit in the future. (question # 7)

Employer Participation

Ask employers about the credit policy of their company.

Coordinator Notes

Activity # 85 Name ____________________

TITLE: Establishing Credit

We live in a society based on credit -- the privilege to buy now and pay later. Although the convenience of "plastic money" is socially acceptable, credit approval is not easily obtained. Before credit is extended to anyone, regardless of age, the person's job history, credit rating, and ability to pay are all studied. A first-time applicant with either a full-time job or a good paying part-time job could be refused credit because of the lack of a credit history. A credit history requires credit approval, but credit approval requires a credit history. How then do the young break through this unending circle and gain credit approval?

Getting credit requires a contract to hold you responsible for your debts. Minors have the right to change their minds or cancel most contracts. Once you become 18, you no longer have this option. For this reason, in California you must be 18 years of age to establish credit for yourself. There are, however, a few exceptions to this rule. You can be under 18 and be granted credit for yourself if you are a member of the military, are married, or are legally independent of your parents. But just because you become 18 or qualify for one of the exceptions mentioned is no guarantee that you can establish credit for yourself. But there are ways that it can be done. The following are a few examples that you might follow to establish credit for yourself:

- Val received a VISA card from her local bank, where she had both a savings and checking account. Her parents also were extremely well known at this bank.
- Sally joined a credit union at work. A credit union is composed of people who work for the same employer, belong to the same church, or labor union, etc. They agree to pool their savings and make loans available to members at a low interest rate.

Name ______________________

- Walt tried to get a bank loan to buy a motorcycle. His father was willing to cosign for him. But the bank wouldn't accept his father as a cosigner because he lived out of state. Walt finally went to a finance company. "I am paying a higher rate of interest, but at least I was able to buy the bike. It isn't the best way to go," said Walt, "but at least I am building a credit rating to make it easier to get credit in the future."

- Carla went to her bank and discovered that it offers a program so that students and young adults can establish credit for themselves. In this program, a person is granted $300 credit that can be used for unexpected expenses. After 18 months, if the person has established a good record, he or she would be eligible to obtain a VISA card.

You can begin now to establish a foundation for future credit even if you are not 18 years of age.

- Get known at a local bank. Open a savings and checking account. If you open a checking account, however, make sure you do not abuse the opportunity.

- Build a good work record. A recommendation from an employer in the community that you are a responsible person can be a great help to you.

Remember that credit is not easily established, but it is easily lost. So when you are buying on credit, especially for the first time, follow these suggestions:

- Apply in your own community where you are known.
- Have some savings to back you up.
- Be sure you can repay the loan.
- Borrow only what you really need.
- Be honest in completing your credit application form. A sample form is found on the last page of this activity.

Activity # 85 continued page 3 Name ______________________________

Directions: Answer the following questions on credit:

1. Why can't most youth under 18 years of age establish credit for themselves?

2. How can a good work record help you establish credit? ____________

3. Why is it easier to obtain a loan from a finance company than a bank?

4. Bill paid $1800 for a motorcycle. He paid $500 down and borrowed the balance of $1300 from a finance company. What happens if Bill fails to make his monthly payments? ______________________________

5. Does your place of business have a credit union? Yes ______ No ______. If they do, obtain information about it so that you will know how a credit union operates.

6. How can a person lose his or her credit rating? ______________

7. What can you do now that will help you establish a credit rating? ________

Activity # 85 continued page 4 Name ____________________________

Sample Credit Application

APPLICANT

FIRST NAME	INITIAL	LAST NAME	
CURRENT STREET ADDRESS	APT NO	YRS	MOS
CITY	STATE	ZIP	
☐ RENT PER MO $______ ☐ OWN ☐ LIVE WITH PARENTS	FORMER STREET ADDRESS	YRS	MOS
CITY	STATE	ZIP	
SOCIAL SECURITY NO	HOME PHONE NUMBER ( )	DRIVER'S LICENSE NO	
DATE OF BIRTH	☐ MARRIED ☐ UNMARRIED ☐ SEPARATED	DEPENDENTS ☐ SELF CHILDREN___ ☐ SPOUSE OTHERS___	COLLEGE GRADUATE ☐ YES ☐ NO DEGREE(S)______
NAME/ADDRESS OF NEAREST RELATIVE NOT LIVING WITH YOU			

SPOUSE/CO-APPLICANT

FIRST NAME	INITIAL	LAST NAME	
CURRENT STREET ADDRESS	APT NO	YRS	MOS
CITY	STATE	ZIP	
☐ RENT PER MO $______ ☐ OWN ☐ LIVE WITH PARENTS	FORMER STREET ADDRESS	YRS	MOS
CITY	STATE	ZIP	
SOCIAL SECURITY NO	HOME PHONE NUMBER ( )	DRIVER'S LICENSE NO	
DATE OF BIRTH	☐ MARRIED ☐ UNMARRIED ☐ SEPARATED	DEPENDENTS ☐ SELF CHILDREN___ ☐ SPOUSE OTHERS___	COLLEGE GRADUATE ☐ YES ☐ NO DEGREE(S)______
NAME/ADDRESS OF NEAREST RELATIVE NOT LIVING WITH YOU			

OCCUPATION

If **self-employed or retired**, attach financial statement and/or income tax return

CURRENT EMPLOYER (INCLUDE EMPLOYEE I.D. IF APPLICABLE)	TELEPHONE NUMBER		
ADDRESS	CITY	STATE	
YRS	MOS	POSITION OR MILITARY PAY GRADE	MONTHLY GROSS SALARY
FORMER EMPLOYER & POSITION	YRS	MOS	

CURRENT EMPLOYER (INCLUDE EMPLOYEE I.D. IF APPLICABLE)	TELEPHONE NUMBER		
ADDRESS	CITY	STATE	
YRS	MOS	POSITION OR MILITARY PAY GRADE	MONTHLY GROSS SALARY
FORMER EMPLOYER & POSITION	YRS	MOS	

OTHER INCOME

You need not list income from alimony, child support, or separate maintenance unless you wish it considered for purposes of granting this credit.

TYPE OF OTHER INCOME	MONTHLY AMOUNT
NAME AND ADDRESS OF PAYER	

TYPE OF OTHER INCOME	MONTHLY AMOUNT
NAME AND ADDRESS OF PAYER	

DEPOSIT ACCOUNTS

Include Checking, Savings, Credit Unions and Savings & Loan Associations

TYPE	COMPANY NAME & LOCATION	ACCT NUMBER	APPROX BAL
CHECKING			
SAVINGS			
☐ SAVINGS & LN ☐ CREDIT UNIONS			

TYPE	COMPANY NAME & LOCATION	ACCT NUMBER	APPROX BAL
CHECKING			
SAVINGS			
☐ SAVINGS & LN ☐ CREDIT UNIONS			

CREDIT REFERENCES

Please check box A if account is joint credit (Applicant and Co-Applicant). Check box B if the credit is in Applicant's name only, or box C if the credit is in your Spouse/Co-Applicant's name only. Have you obtained credit under any other name? What name(s) ______________________________

______________________________ **Be sure to list all open accounts with or without a balance. Attach separate sheet if necessary.**

PLEASE CHECK A	B	C	TYPE OF LOAN	COMPANY	CITY	ACCOUNT NO	BALANCE	MO PYMTS
			MORTGAGE					
			AUTO MAKE YR					
			AUTO MAKE YR					
			CREDIT CARD					
			CREDIT CARD					
			OTHER					
			OTHER		326			

Activity # 86 TITLE: Opening A Checking Account

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for those students who do not have a checking account. (# 26)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period.

Main Idea

Develop an action plan. (question # 6 or questions 6, 7, 8, and 9)

Employer Participation

Ask employers if they would provide a letter of reference to a local bank in support of a student employee applying for a checking account.

Coordinator Notes

Activity # 86 Name ______________________

TITLE: Opening A Checking Account

Requirements for opening a checking account will vary from bank to bank. Generally speaking, anyone can open a checking account in California. If you are a minor, the final approval to open a checking account is up to the bank's branch manager.

Having a checking account can be very advantageous. However, there are some possible drawbacks, especially if you are under 18 years of age, that you should consider before deciding to open a checking account.

Advantages	Possible Drawbacks to Minors
- A convenient way to pay bills	- Almost impossible to establish credit without using parents as cosigners
- Economic way to pay bills. Mail is cheaper than making a trip to the place.	
- Check register or stubs excellent way to keep record of payments	- Never learned to keep proper records and reconcile a bank statement
- Cancelled check is proof of payment	- Difficult to cash check without drivers' license and credit card for identification
- Money in checking account is safe	- Never learned to write checks properly so that they cannot be altered
- Can help serve as a good reference	- Difficult to get future credit if account misused

If you decide that you would like to open a checking account, the following are suggested:

- Choose a bank where you and/or your parents are known.
- Bring one of your parents with you.

Activity # 86 continued page 2 Name ______________________________

- Bring a letter of support from your work supervisor.
- Give the impression that you are mature and have the ability to handle your own finances.

Directions: Answer the following questions regarding the decision to open a checking account:

1. Do you know how to write a check properly? Yes _____ No ______.

2. Do you know how to use a check register? Yes _____ No _____.

3. Can you reconcile a bank statement? Yes ______ No ______.

4. Why do you want to open a checking account? ______________________________

5. What are some limitations to opening a checking account at this time?

6. Are you going to open a checking account? Yes ______ No _______.

7. If you are going to open a checking account, how are you going to do it?

8. When are you going to open your checking account? _________________________

9. How are you going to use your checking account? ____________________________

Activity # 87 TITLE: Opening A Savings Account

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for students who do not have a savings account (# 27).

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to determine appropriate action.

Main Idea

Have plans to use the savings account to reach a goal. (questions # 1 and # 2)

Employer Participation

Ask employers if their company has a savings or investment plan for employees.

Coordinator Notes

Activity # 87 Name ______________________________

TITLE: Opening A Savings Account

There are many reasons why people usually save their money. For example, some save it to get married, to use for their education, to buy a new car, to invest, or to have just in case of an emergency. These might be a few of the reasons why you would want to save your money and consider opening a savings account.

Requirements for opening a regular savings passbook account are extremely easy. Although some banks and savings and loans differ on their regulations, the following are usually required:

- A social security number
- Identification-- A driver's license or school identification is sufficient.
- A completed signature card--This card is important because it serves as a model for your signature. As you grow older and your handwriting changes, you should complete a new signature card.
- Some banks and savings and loans require minimum dollar deposits for a person to open an account. However, if you are under 18 years of age, this rule is often waived.

Banks and savings and loans offer a number of different savings plans. A personal visit is the best way to find out for which plans you can qualify. In making your decision about a savings plan, you should consider the following:

- How much interest can your money earn?
- How secure is your money?
- How easily can you get your money without financial penalty?
- How convenient is it for you?

In order to ensure that you use your savings account for your own benefit, you need to set some goals for yourself.

Activity # 87 continued page 2 Name ______________________________

Directions: Answer the following questions only if you have decided to open a savings account:

1. Why do you want to open a savings account? ______________________________

2. How are you going to make sure your savings account grows? ______________

3. When are you planning to open your savings account? ____________________

4. How will you know if your savings account has been a benefit to you?

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Activity # 88 TITLE: A Monthly Budget

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for all students in the class, with special attention given to those students who placed a diagonal in box 88 of their student plan. (# 28)

Methods

Individual activity

Resources

- Classroom instruction
- Community experiences

Time

Student will probably need more than one classroom period to complete assignment properly.

Main Idea

Develop a plan of action. (question # 7 or questions # 7 and # 8)

Employer Participation

Ask employers what action is taken when a budget item is exceeded.

Coordinator Notes

Activity # 88 Name ______________________________

TITLE: A Monthly Budget

The word budget comes from the Latin word bulga or leather bag, a place to collect and hold various things. In our language we use a budget to collect and hold the information needed to plan ahead. We often say budget your time, organize it.

When we collect, hold, and organize information regarding how much money we need to spend each month, we have developed a monthly budget.

This activity is designed to help you develop a realistic monthly budget. In this activity, you will be concerned with two types of living expenses. The first type is variable monthly living expenses, the type you have some control over. A variable expense item can be adjusted by you to some extent from month to month. For example, if you make an effort to keep extra lights off in a house, your electric bill will be lower. The other type of monthly living expense is fixed monthly expenses. The fixed type are the ones you've set as non-variable or that have been set by someone else. They are usually long term and won't change for several months or even years. Most of these expenses are called payments.

Directions: Read each question or statement carefully and fill in the correct response. In this activity, you will need to begin with item # 1 and work through each step.

1. What is your current net pay (take home) each month? $______________

2. On the Monthly Budget, page 4 of this activity, fill in the amount of money you spend on each budget item each month. If you do not spend any money on a budget item, place a 0 on that line.

3. Using the Monthly Budget on page 4, compute your total monthly output. Your total monthly output is $____________.

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Activity # 88 continued page 2 Name ______________________________

4. Subtract your total monthly output from your monthly net pay.

Monthly Net Pay (question # 1) $______________

- Total Monthly Output (question # 3) - ______________

= Amount to be invested or added to your cash reserve or savings account $______________

5. Since our lifestyles are constantly changing, our budgets will also change. Look over the list of budget items that you did not spend any money on, and list any of those items you will be adding to your budget in the next three years, with the amount of money each will require each month.

____________________________________ $______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

____________________________________ ______________

Total Budget Increase . . . . $______________

Activity # 88 continued page 3 Name ______________________________

6. Add your budget increase to your total monthly output.

Budget Increases (question # 5)	$ ____________
+ Total Monthly Output (question # 3)	+ ____________
= Estimation of your total monthly output in three years	$ ____________

7. Does your total monthly output in three years (question # 6) exceed your current net pay (question # 1)? Yes ______ No ______

8. If you answered question # 7 with a yes, check the spaces below that indicate what you are going to do about it.

- Get a raise.	__________	See Activity # 71.
- Get a new job.	__________	See Activity # 20, etc.
- Get a promotion and raise.	__________	See Activities # 71 & # 72.
- Cut back on expenses.	__________	
- Go back to school/or get other education & training.	__________	See Activity # 17.

Activity # 88 continued page 4 Name ______________________________

Monthly Budget

Variable Monthly Living Expenses

Food, Beverages, Sundries ________

Automobile:
- a. Servicing ________
- b. Operation ________
- c. Minor Repairs ________
- d. Gas ________

Total Automobile ________

Utility Bills:
- a. Electricity ________
- b. Gas ________
- c. Water ________
- d. Garbage ________
- e. Telephone ________
- f. Cable T.V. ________

Total Utility Bills ________

Subscriptions:
- a. Newspapers ________
- b. Magazines ________

Total Subscriptions ________

Others:
- a. Laundry & Cleaning ________
- b. Clothing ________
- c. Credit Cards ________
- d. Incidental Expenses ________
- e. Medical & Dental ________
- f. Dues - Union/Club ________
- g. Education ________
- h. Charity Contributions ________
- i. Religious Contributions ________
- j. Hobbies ________
- k. Entertainment ________
- l. Miscellaneous ________

Total Others ________

Total Variable Monthly Living Expenses ________
(To get the total variable monthly living expenses add up all the above monthly living expenses.)

Fixed Monthly Living Expenses

- a. Rent ________
- b. Insurance - Car ________
- c. Car Payments ________
- d. Home/Apartment Insurance ________
- e. Appliances/Furniture ________
- f. Personal Loans ________
- g. Savings Plan ________
- h. Investment Payment ________
- i. Others ________

Total Fixed Monthly Living Expenses ________

TOTAL MONTHLY OUTPUT ________

Total Variable Monthly Living Expenses
+ Total Fixed Monthly Living Expenses

= Total Monthly Output

Activity # 89 TITLE: Setting Financial Goals

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not have a plan to reach a financial goal. (# 29)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

Your raises during the year must exceed the inflationary increase for you to be able to buy more goods and services. (# 7)

Employer Participation

Ask employers how inflation has affected their hiring policies.

Coordinator Notes

Activity # 89 Name ______________________________

TITLE: Setting Financial Goals

Many people become confused when they get an inflationary raise. They think they can buy more because they have more dollars.

How much money is enough?

If your salary increased by 10% this year, do you think you could buy more than last year? If you answered no, you are right. Inflation is the monster that takes large bites out of your wallet. In 1979, inflation went up about 18%. This means that what you paid $4.00 for in 1978 cost almost $5.00 by the end of 1979.

Let's look at a paycheck. A person making $3.50 an hour in 1978 would have to make $3.50 + (18% of $3.50), or $4.13 an hour, to match inflation and to guarantee that this person could afford to buy just what was bought a year ago, no more but no less.

The formula for figuring how much an hour you need to make this year to buy the same things you bought last year is as follows:

$$\text{Current hourly pay} + \left(\text{Current hourly pay} \times \frac{\%\text{ of inflation}}{100}\right) = \text{Needed hourly pay}$$

Let's look at a plumber who made $16.00 per hour in 1978.

$$\$16.00 + \left(\$16.00 \times \frac{18}{100}\right) = \$16.00 + \$2.88 = \$18.88$$

A plumber would have to make $18.88 per hour to stay even with inflation.

Directions: Answer the questions on pages 2 and 3 of this activity.

Activity # 89 continued page 2 Name ______________________________

1. How much money do you make an hour? $____________

2. What is the predicted inflationary increase this year? ___________%

3. How much will you need to make an hour by the end of the year just to stay even and buy what you've always bought? $ ____________. (Use the formula on page 1 of this activity and the figures in questions # 1 and # 2 above.)

4. Are you going to get that type of raise this year? Yes ______ No ______.
If not, what can you do about it? ____
____
____

5. There are some long-term forecasts of what inflation does to your income. The following table is one such forecast. It is based on the assumption that the rate of inflation will be the same between 1980 and 1990 as it was between 1970 and 1980. Answer the following questions about the chart:

What Inflation Does to Salaries

If you had this income in 1970,	$5000	10,000	20,000	30,000	40,000	50,000	100,000
You'll need this to stay even in 1980.	$10,676	22,522	46,744	73,171	98,356	121,556	221,677
You'll need this to stay even in 1990.	$25,697	55,941	118,689	177,405	231,024	280,417	493,574

a. If you earned $5000 in 1970, how much will you need to make by 1990 to just stay even? $____________.

b. If you made $15,000 in 1970, how much would you have had to make in 1980 to just stay even? $____________.

Activity # 89 continued page 3 Name ______________________________

6. What would be the effects of not getting a raise equal to inflation?

____

____

____

____

7. What are the ways you can beat inflation and increase your buying power?

____

____

____

____

8. Look in the jobs area of the classified ad section of a newspaper and find two ads that state the cost of living or inflationary increases as part of their pay package. Attach these ads to this page.

Activity # 90 TITLE: Your Paycheck or Where Did All My Money Go?

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not understand payroll deductions (# 30).

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period.

Main Idea

Knowledge of the amount and reason for each deduction. (question # 2)

Employer Participation

Ask employers about the variety of items deducted from their company's paychecks.

Coordinator Notes

Activity # 90 Name________________________________

TITLE: Your Paycheck or Where Did All My Money Go?

How often have you looked at your paycheck and wondered how you could earn so much but take home so little? Where did all of your money go? You might also wonder if you will ever see any of it again. This activity will help you find answers to these and other questions you might have in relation to your paycheck.

A few words you will need to know : Before you begin working with your paycheck and its deductions, you will need to be familiar with the following words:

Gross Earnings - Your hourly pay times the number of hours you have worked in a pay period

Payroll Deductions - The amount taken out of your paycheck for taxes, insurance, etc.

Net Pay - Your gross earnings minus all of your payroll deductions

Mandatory Fixed Deductions - Deductions that are made by various state and federal agencies to pay the cost of government or special programs

FICA - On your paycheck you will find a deduction marked FICA Tax. FICA stands for the Federal Insurance Contributions Act. Most people call this deduction Social Security Tax. The benefits from the tax include retirement income, disability income, survivors' benefits, and medicare. At the present time the employee pays one half of this deduction, and the employer pays the other half.

Fed. Inc. Tax - Federal Income Tax Withholding is taken out of everyone's paycheck unless an exemption from withholding is claimed. You may do this if you did not make enough money to be taxed last year and expect the same amount or less this year. If your employer did deduct income tax withholding from your check this year, you may get it back (all or part) by filing for a tax refund at the end of the year.

Activity # 90 continued page 2 Name______________________________

SDI - State Disability Insurance is not mandatory for work experience education students, but it is usually deducted. This deduction is 1% of your gross pay. You will get a return from this insurance if you get hurt off the job and are not able to work because of the injury. On-the-job injuries are covered under Workers' Compensation Insurance. Your Employer pays this deduction.

State Inc. Tax - State Income Tax Withholding is deducted by the state to fund its various governmental agencies and programs. For most work experience education students, this tax is not deducted. You need to make over a certain amount every two-week pay period to have this tax deducted.

Directions: In the first part of this activity, you will calculate the payroll deductions for a person making minimum wage and working a forty-hour work week. Your teacher/coordinator will tell you what to put in the percentage column, and you will calculate the deductions. In the second part of this activity, you will calculate the deductions for your own paycheck.

I. John Wilson's Paycheck

John Wilson works at Rayloc Tires and works a 40-hour week. Since he is a new employee, he makes $3.35 per hour. John's gross earnings per week are 40 hours per week times $3.35 per hour. How much does John gross per week?

Gross Earnings (40 Hr.) × ($3.35/Hr.)..... $__________ 100 %

Less payroll deductions:

a. Federal Income Tax ....$__________ ________%

b. California Income Tax....................$__________ ________%

c. FICA Tax ....$__________ ________%

d. S.D.I. Tax..................................$__________ ________%

e. Other ....$__________ ________%

Total Withholding (Add Items a through e above.)..$__________ ________%

Net Pay - Take Home Pay (Subtract Total Withholding from Gross Earnings.)...................$__________ ________%

Activity #90 continued page 3 Name___________________________

2. Your Paycheck

Now, it is your turn to find out about your own paycheck. Answer the following questions and see if you can calculate your net pay:

How many hours do you work each week? _________ hours per week

How much do you make per hour?......$ _________ per hour

What are your gross earnings per week?$___________

Gross Earnings = (# hours per week) X ($ per hour)

Gross Earnings ....$_________ ________%

Less payroll deductions:

a. Federal Income Tax.....................$_________ ________%

b. California Income Tax..................$_________ ________%

c. FICA Tax...............................$_________ ________%

d. S.D.I. Tax.............................$_________ ________%

e. Other..................................$_________ ________%

Total Withholding (Add Items a through e above.) .$_________ ________%

Net Pay - Take Home Pay (Subtract Total Withholding from Gross Earnings.) ....$_________ ________%

Activity # 90 continued page 4 Name______________________________

PAYROLL DEDUCTION INFORMATION

Most of the information you will need to update this chart will be found in the Department of the Treasury/IRS Circular "E" and supplement. This circular is Publication #15 and can be ordered from the IRS each year. The remainder of the information needed can be found in the tax and deductions pamphlets available through the Franchise Tax Board of the State of California.

	1979	1980	1981
FICA	6.13%		
Fed. Inc. Tax	See current tax tables in Circular C.		
SDI	1%		
State Inc. Tax	See current tax tables in State Tax Guide.		
Others:			

Activity # 91 TITLE: The W-4

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who do not understand how the amount of money deducted for income tax is determined. (# 31)

Method

Individual activity

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

Understand that the amount of money duducted for income tax each pay period is based on the W-4. (question # 1)

Employer Participation

Ask employers how an employee can change his or her W-4 form.

Coordinator Notes

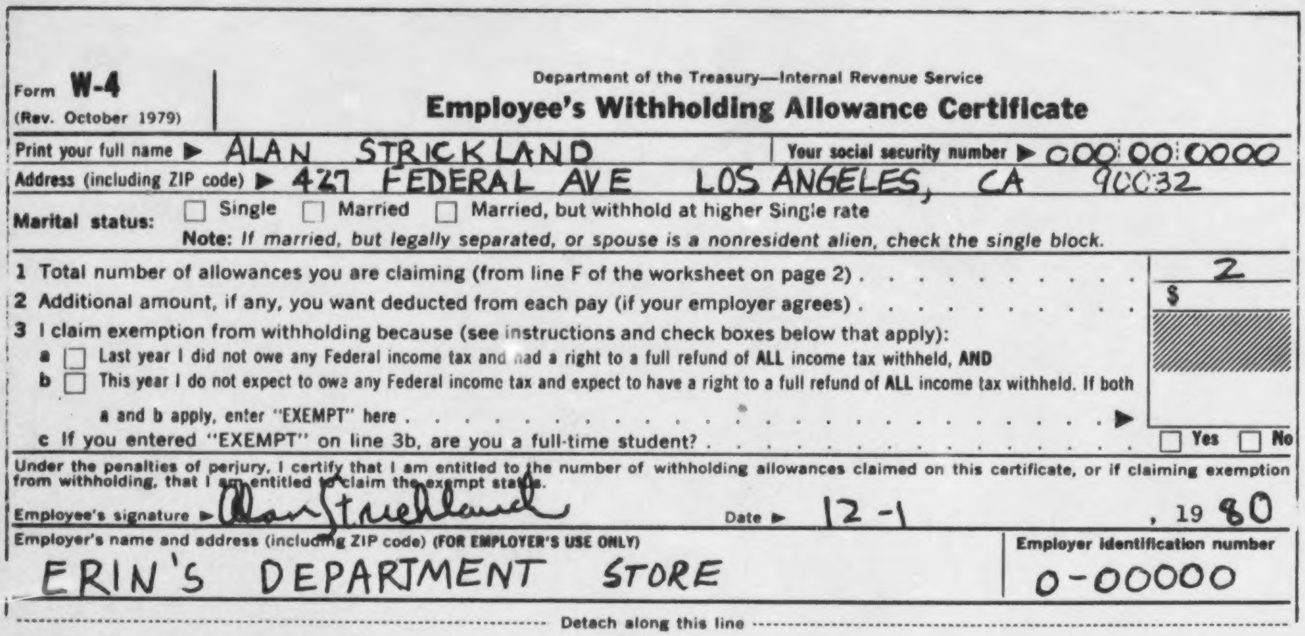
Activity # 91 Name ______________________________

TITLE: The W-4

When you started on your current job, you were asked to complete a number of forms. One of these forms was the W-4 --- Employees Withholding Allowance Certificate. The information you put on this form will determine the amount of money that will be withheld from your pay for federal income taxes each pay period. The federal income tax system operates on a pay-as-you-go-basis. This means that when you received your first pay check, you became a taxpayer. It is the responsibility of your employer to withhold that tax from your pay and deposit it with the government.

The amount of tax your employer withholds from your pay depends on the following:

- The amount of money you make
- Your marital status
- The number of allowances you claim on your W-4 form



Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service
Employee's Withholding Allowance Certificate

Print your full name ▶ ALAN STRICKLAND
Your social security number ▶ 000 00 0000
Address (including ZIP code) ▶ 427 FEDERAL AVE LOS ANGELES, CA 90032

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) 2
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $
3 I claim exemption from withholding because (see instructions and check boxes below that apply):
a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**
b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶
c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Alan Strickland Date ▶ 12-1 , 19 80

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY) ERIN'S DEPARTMENT STORE
Employer identification number 0-00000

Detach along this line

Activity # 91 continued page 2 Name ______________________________

Each allowance you claim lowers the amount of tax withheld from your paycheck. If you claim 2 allowances, the taxes withheld from your paycheck will be lower than if you claimed 0 allowances. The worksheet below lists all the possible allowances a person can claim. Assuming you are a high school student, single and working part-time, you would most likely consider two possible allowances.

- Line A - You are entitled to one allowance for your own personal exemption.

- Line B - You are entitled to this special allowance if you are single and if you have only one employer

You could also choose to claim 0 allowances, or you may qualify for an exemption which is described on page 3 of this activity.

Worksheet to Figure Your Withholding Allowances to be Entered on Line 1 of Form W–4

(Letters on this worksheet are keyed to the letters in the line-by-line instructions on page 1)

A Personal allowances . . . . ▶ A 1

B Special withholding allowance (not to exceed 1 allowance—see instructions on page 1) . . . . ▶ B 1

C Allowances for dependents . . . . ▶ C

D Allowances for estimated tax credits (from Tax Credit Table for Figuring Your Withholding Allowances, above):

1 Find your filing status under Part I, II, III, or IV of the table.

2 Under your filing status, find your estimated salaries and wages in the left column.

3 Read the shaded amounts across to the right until you get to the amount of your estimated tax credits.

4 At the top of that column is the number of allowances you may take for your estimated tax credits. Enter the number of allowances . . . . ▶ D

E Allowances for estimated itemized deductions and alimony:

1 Enter the amount of your estimated itemized deductions, including alimony payments, for the year . . . . ▶ 1 $

2 Find your total estimated salaries and wages amount in the left column of the table below. Read across to the right and enter the amount from the column that applies to you. Enter that amount here (if claiming only alimony payments on line E1, enter "0" on line E2) . . . . ▶ 2 $

Estimated salaries and wages from all sources:	Single Employees (only one job)	Married Employees (one spouse working and one job only)	Employees with more than one job or Married Employees with both spouses working
Under $10,000	$2,800	$3,900	$4,000
10,000–30,000	2,800	3,900	5,800
30,001–40,000	3,500	3,900	8,000
Over $40,000	15% of estimated salaries and wages	13% of estimated salaries and wages	23% of estimated salaries and wages

3 Subtract line E2 from line E1 . . . . ▶ 3 $

4 Divide the amount on line E3 by $1,000 (round-off fractions to the nearest whole number). Enter here . . ▶ E

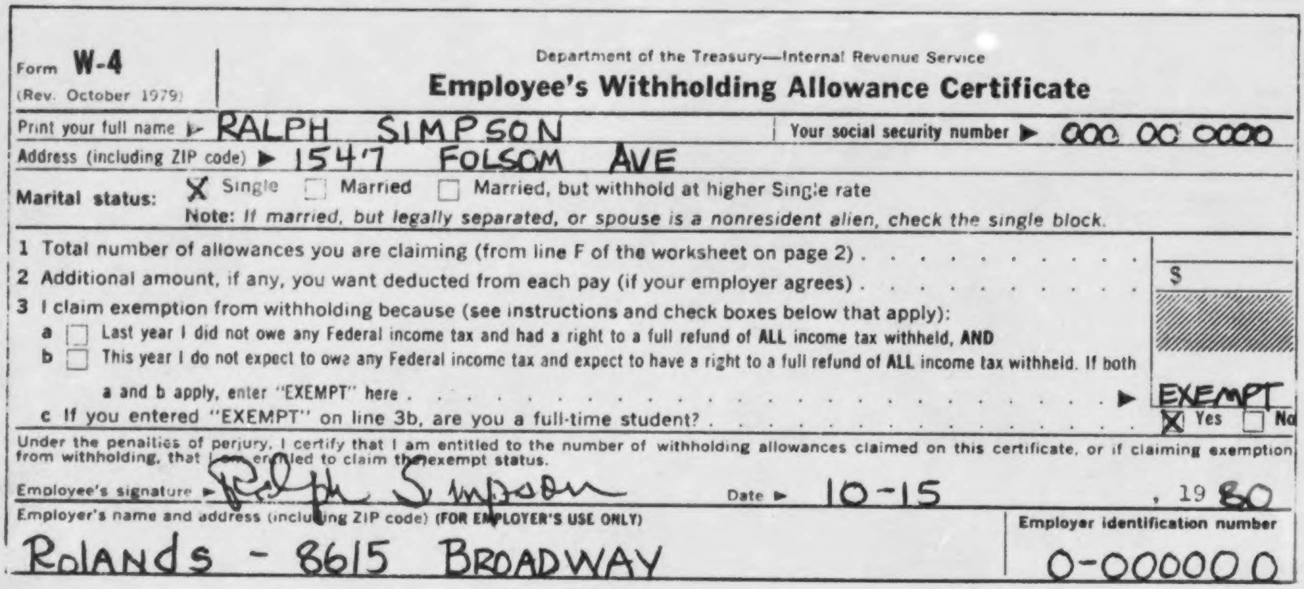
F **Total** (add lines A through E). Enter total here and on line 1 of Form W–4 . . . . . . ▶ F 2

Activity # 91 continued page 3 Name ____________________

Your employer will not withhold any income tax from your pay if you claim an exemption from withholding. You can claim an exemption if you meet the following conditions:

- You did not pay any income taxes last year.
- You do not expect to make enough money to pay income taxes during the current year. In 1979, for example, if you made under $3300, you did not have to pay any taxes. Each year this figure changes. You should know the current amount before requesting an exemption.

Below is an illustration of how to complete your W-4 form if you are claiming an exemption.



Form **W-4** (Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ RALPH SIMPSON | Your social security number ▶ 000 00 0000

Address (including ZIP code) ▶ 1547 FOLSOM AVE

Marital status: ☒ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

3 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶ EXEMPT

c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☒ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Ralph Simpson Date ▶ 10-15 , 19 80

Employer's name and address (including ZIP code) **(FOR EMPLOYER'S USE ONLY)**

ROLANDS - 8615 BROADWAY

Employer identification number 0-000000

You must file a new W-4 form every time you start to work for a new employer. You must also file a new W-4 with the same employer when conditions change that would affect your tax; for example, you get married.

Activity # 91 continued page 4 Name ______________________________

To illustrate the difference between claiming 0, 1, or 2 allowances, let's look at three high school students working for the same employer 20 hours a week and each making $3.50 an hour. They get paid every other week and earn $140 each pay period (40 hours x $3.50). For the year, they each earned $3640. The federal income tax on $3640 is $46.00. The only difference between the three students was the number of allowances they claimed on their W-4 form.

- Column A Allan Miller claims 2 allowances.
- Column B Rhonda Walters claims 1 allowance.
- Column C Steve Rizzo claims 0 allowances.

Directions: Using the chart on page 5 of this activity, check your ability to follow directions and do math. Complete the blanks in columns B and C on lines 3, 5, 7, or 8.

	A	B	C
1. Amount earned for pay period	$ 140.	$140.	$140.
2. Number of allowances claimed	2	1	0
3. Amount withheld for income tax (from chart on page 5)	$1.60	$	$
4. Total amount earned for the year	$3640.	$3640.	$3640.
5. Total income tax withheld for the year (amount on line 3 x 26)	$41.60	$	$
6. Total tax on $3640	$46.00	$46.00	$46.00
7. If line 5 is larger than line 6, enter the amount to be refunded.			
8. If line 6 is larger than line 5, enter the amount owed to the government.	$4.40		

Activity # 91 continued page 5 Name ____________________

SINGLE Persons — BIWEEKLY Payroll Period

And the wages are—		And the number of withholding allowances claimed is—										
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more
		The amount of income tax to be withheld shall be—										
$0	$54	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
54	56	.10	0	0	0	0	0	0	0	0	0	0
56	58	.40	0	0	0	0	0	0	0	0	0	0
58	60	.70	0	0	0	0	0	0	0	0	0	0
60	62	1.00	0	0	0	0	0	0	0	0	0	0
62	64	1.30	0	0	0	0	0	0	0	0	0	0
64	66	1.60	0	0	0	0	0	0	0	0	0	0
66	68	1.90	0	0	0	0	0	0	0	0	0	0
68	70	2.20	0	0	0	0	0	0	0	0	0	0
70	72	2.50	0	0	0	0	0	0	0	0	0	0
72	74	2.80	0	0	0	0	0	0	0	0	0	0
74	76	3.10	0	0	0	0	0	0	0	0	0	0
76	78	3.40	0	0	0	0	0	0	0	0	0	0
78	80	3.70	0	0	0	0	0	0	0	0	0	0
80	82	4.00	0	0	0	0	0	0	0	0	0	0
82	84	4.30	0	0	0	0	0	0	0	0	0	0
84	86	4.60	0	0	0	0	0	0	0	0	0	0
86	88	4.90	0	0	0	0	0	0	0	0	0	0
88	90	5.20	0	0	0	0	0	0	0	0	0	0
90	92	5.50	0	0	0	0	0	0	0	0	0	0
92	94	5.80	0	0	0	0	0	0	0	0	0	0
94	96	6.10	.30	0	0	0	0	0	0	0	0	0
96	98	6.40	.60	0	0	0	0	0	0	0	0	0
98	100	6.70	.90	0	0	0	0	0	0	0	0	0
100	102	7.00	1.20	0	0	0	0	0	0	0	0	0
102	104	7.30	1.50	0	0	0	0	0	0	0	0	0
104	106	7.60	1.80	0	0	0	0	0	0	0	0	0
106	108	7.90	2.10	0	0	0	0	0	0	0	0	0
108	110	8.20	2.40	0	0	0	0	0	0	0	0	0
110	112	8.50	2.70	0	0	0	0	0	0	0	0	0
112	114	8.80	3.00	0	0	0	0	0	0	0	0	0
114	116	9.10	3.30	0	0	0	0	0	0	0	0	0
116	118	9.40	3.60	0	0	0	0	0	0	0	0	0
118	120	9.70	3.90	0	0	0	0	0	0	0	0	0
120	124	10.10	4.30	0	0	0	0	0	0	0	0	0
124	128	10.70	4.90	0	0	0	0	0	0	0	0	0
128	132	11.40	5.50	0	0	0	0	0	0	0	0	0
132	136	12.10	6.10	.40	0	0	0	0	0	0	0	0
136	140	12.80	6.70	1.00	0	0	0	0	0	0	0	0
140	144	13.60	7.30	1.60	0	0	0	0	0	0	0	0
144	148	14.30	7.90	2.20	0	0	0	0	0	0	0	0
148	152	15.00	8.50	2.80	0	0	0	0	0	0	0	0
152	156	15.70	9.10	3.40	0	0	0	0	0	0	0	0
156	160	16.40	9.70	4.00	0	0	0	0	0	0	0	0
160	164	17.20	10.30	4.60	0	0	0	0	0	0	0	0
164	168	17.90	11.00	5.20	0	0	0	0	0	0	0	0
168	172	18.60	11.70	5.80	0	0	0	0	0	0	0	0
172	176	19.30	12.40	6.40	.60	0	0	0	0	0	0	0
176	180	20.00	13.10	7.00	1.20	0	0	0	0	0	0	0
180	184	20.80	13.80	7.60	1.80	0	0	0	0	0	0	0
184	188	21.50	14.60	8.20	2.40	0	0	0	0	0	0	0
188	192	22.20	15.30	8.80	3.00	0	0	0	0	0	0	0
192	196	22.90	16.00	9.40	3.60	0	0	0	0	0	0	0
196	200	23.60	16.70	10.00	4.20	0	0	0	0	0	0	0
200	210	24.90	18.00	11.10	5.30	0	0	0	0	0	0	0
210	220	26.70	19.80	12.90	6.80	1.00	0	0	0	0	0	0
220	230	28.50	21.60	14.70	8.30	2.50	0	0	0	0	0	0
230	240	30.30	23.40	16.50	9.80	4.00	0	0	0	0	0	0
240	250	32.10	25.20	18.30	11.30	5.50	0	0	0	0	0	0
250	260	33.90	27.00	20.10	13.10	7.00	1.20	0	0	0	0	0

Activity # 91 continued page 6 Name ______________________

Directions: Complete the following questions regarding withholding allowances:

1. What is the difference between claiming 0, 1, or 2 allowances?

2. Assume you were in the same situation as the three students described on page 4 of this activity. You work 20 hours a week, making $3.50 an hour. How many allowances would you claim? 0______ 1 ______ 2________

Why? ______________________

3. If you claim an exemption from withholding as described on page 3 of this activity, does this assure you that you will not pay any taxes during the year? Yes ______ No ______ Why? ______________________

4. How many allowances have you claimed on your W-4? ____________

5. Do you think you should change your W-4 allowances? Yes _____ No _____

If so, how would you do it? ______________________

6. Why would a person ever want to change the number of allowances claimed on a W-4? ______________________

Activity # 92 TITLE: The W-2

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not understand the purpose of a W-2 form. (# 32)

Method

Individual activity

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

To understand the importance of a correct W-2 form (quastion # 4)

Employer Participation

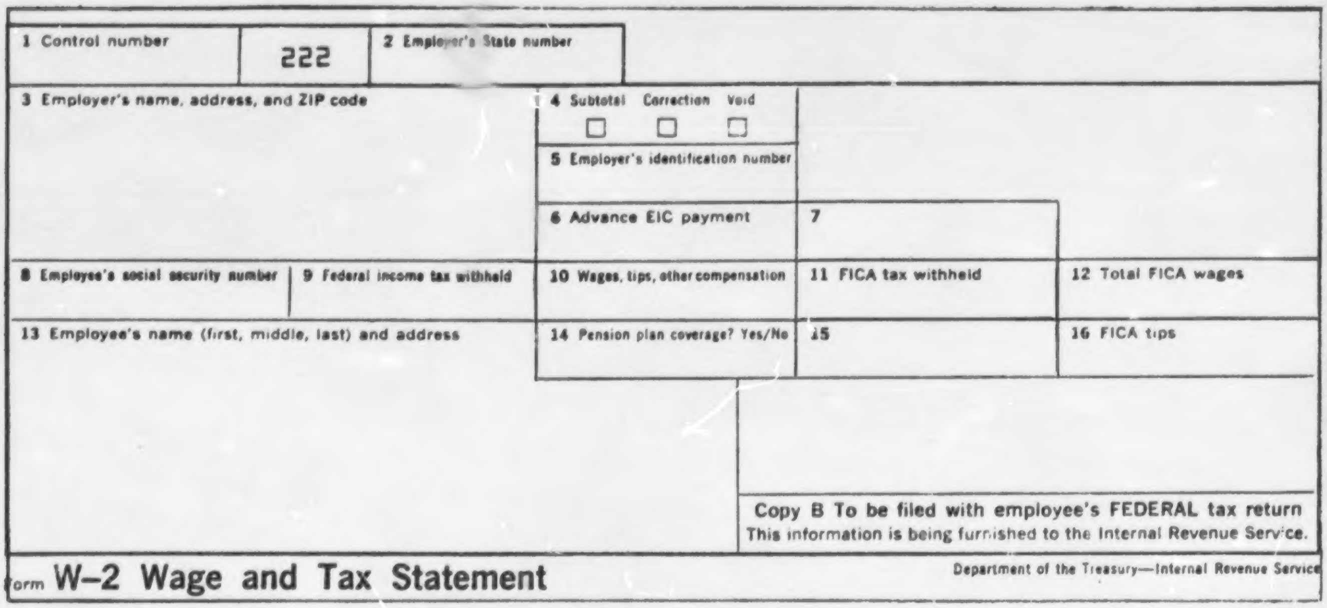
Ask employers how an employee can check the information on his or her W-2 at their place of business.

Coordinator Notes

Activity # 92 Name ______________________________

TITLE: The W - 2

The W-2 --- Wage and Tax Statement--- is an Internal Revenue Service form prepared by your employer. Every employer you work for during the year must send you a W-2 form for the period you worked. If you worked until the end of the year, your employer must send a W-2 to you by January 31 of the following year. If you worked only part of the year, you may receive the W-2 soon after you leave your job.



1 Control number

222

2 Employer's State number

3 Employer's name, address, and ZIP code

4 Subtotal ☐ Correction ☐ Void ☐

5 Employer's identification number

6 Advance EIC payment

7

8 Employee's social security number

9 Federal income tax withheld

10 Wages, tips, other compensation

11 FICA tax withheld

12 Total FICA wages

13 Employee's name (first, middle, last) and address

14 Pension plan coverage? Yes/No

15

16 FICA tips

Copy B To be filed with employee's FEDERAL tax return
This information is being furnished to the Internal Revenue Service.

Form W–2 Wage and Tax Statement

Department of the Treasury—Internal Revenue Service

The W-2 form includes the following information:

- Your employer's name, address, and identification number.
- Your social security number, name, and address
- The federal income tax withheld from your pay
- The wages, tips, and other pay that you received
- The FICA (social security) tax deducted from your pay
- Your total FICA wages
- State Tax withheld and possibly other information

Activity #92 continued page 2 Name ______________________________

The W-2 form is important because it provides you with a record of the wages you received during the year. You receive three copies of the W-2. You must attach Copy B with your income tax return. You keep Copy C for your own records. An additional copy is attached with your California State Income Tax return.

If you cannot get a Form W-2 from your employer, you must attach a statement on a separate sheet of paper. The statement should include the following information:

- Your name, address, and social security number
- Your employer's name and address
- Total wages you earned
- Total income tax withheld

Your paycheck stubs provide you with a record of your wages and income taxes withheld for each pay period. By adding the figures from all the stubs, you can determine your total wages and income tax withheld. If you do not have all of your paycheck stubs, you should then estimate your wages and taxes to the best of your ability.

You should double check all the information on each W-2 form you receive for your own protection and benefit.

If you received a W-2 on which any of the entries is incorrect, you should ask your employer to give you a new one that is clearly marked Corrected by Employer. You should then file Copy B of the corrected Form W-2 with your completed return, along with Copy B of any other Form W-2 you may have received from other employers.

Activity # 92 continued page 3 Name ______________________________

Directions: Answer the following questions using your W-2 forms:

1. List all of the employers you received a W-2 form from last year in the spaces provided across the top of the chart below.

2. Answer the questions listed in the chart below regarding the W-2 form you received from each of your employers. If the answer is yes, place a check (✓) in the space provided. If your answer is no, leave the space blank.

	EMPLOYER					
a. Is you name spelled correctly?						
b. Is your address correct?						
c. Is your social security number correct?						
d. Do you have all of your paycheck stubs?						
e. Does the amount of wages on your W-2 equal the total of your check stubs?						
f. Does the amount of FICA deductions on your W-2 equal your check stub amount?						
g. Does the amount of Federal Withholding on your W-2 equal your check stub amount?						
h. Does the amount of State Withholding on your W-2 equal your check stub amount?						

3. What can you do now about the questions you answered no to in the above chart? ______________________________

____

____

4. Why is it important to double check the information on your W-2 forms?

____

____

____

Activity # 93 TITLE: The Form 1040A

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	☒
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who need assistance in completing their income tax returns. (# 33)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete assignment.

Main Idea

To help a person complete an income tax return

Employer Participation

Ask employers if they provide any assistance to their employees regarding their income tax returns.

Coordinator Notes

Order Income Tax materials from the federal government during fall of the year.

Plan this activity between late January and the middle of February.

Activity # 93 Name ______________________________

TITLE: The Form 1040A

To file an income tax return, taxpayers may use either the Form 1040 or the Form 1040A. If you are single, in high school, and working part-time, you most likely can use the Form 1040A. It is the simpler of the two forms and requires the following skills and knowledge to complete:

- Knowledge of the reasons why one must file an income tax return
- Ability to follow printed directions
- Ability to read a chart
- Ability to do simple math and/or use a small calculator

To understand the reasons for filing an income tax return, you should understand the following terms:

- Tax Liability - This is the total amount of income tax that you must pay for the income you received for the year. Your tax liability is usually paid from the money that your employer withholds from your wages for each pay period.

- Tax Due - A tax due is the amount you owe on your tax liability. If you did not have enough taxes withheld from your wages during the year, you will owe money on your tax liability. This balance of the tax you owe is usually paid when you file your income tax return.

- Tax Refund - If you have more taxes withheld from your pay than your tax liability, you will receive a refund. You must, however, file an income tax return to receive your refund.

In summary, then, you file an income tax return each year for the following reasons:

- It is required by law. For example, in 1979, if you were single and made at least $3300, you were required by law to file a return. The minimum amount required to file a return changes each year.

Activity # 93 continued page 2 Name ______________________________

- To determine your tax liability for the year
- To determine if you still owe on your tax liability or if you will receive a refund

Directions: Use the information regarding Vickie Watson, and complete the parts of the Form 1040A that are requested in the following questions:

Situation: Vickie Watson is single, a senior in high school and works part time at A&D Auto Parts as a cashier. She also worked at Allen's Supermarket during the summer. Vickie has a savings account that earned $46 interest, and she received the following W-2's from her employers:

1 Control number 22222

2 Employer's name, address, and ZIP code
Allen's Supermarket
5763 Market Place Drive
Long Beach, CA 90876

3 Employer's identification number 68-11152734
4 Employer's State number
5 Stat. employee ☐ Deceased ☐ Pension plan ☐ Legal rep. ☐ 942 emp. ☐ Subtotal ☐ Correction ☐ Void ☐
6
7 Advance EIC payment
8 Employee's social security number 449-00-0098
9 Federal income tax withheld $ 118.80
10 Wages, tips, other compensation $ 1260.00
11 FICA tax withheld $ 77.28

12 Employee's name, address, and ZIP code
Vickie Watson
1572 Popular Avenue
Long Beach, CA 90811

13 FICA wages $ 1260.00
14 FICA tips
16 Employer's use
17 State income tax
18 State wages, tips, etc.
19 Name of State
20 Local income tax
21 Local wages, tips, etc.
22 Name of locality

Form **W-2 Wage and Tax Statement** Department of the Treasury Internal Revenue Service

1 Control number 22222

2 Employer's name, address, and ZIP code
A & D Auto Parts
1450 Showcase Rd.
Huntington Beach, CA 92611

3 Employer's identification number 75-000111
4 Employer's State number
5 Stat. employee ☐ Deceased ☐ Pension plan ☐ Legal rep. ☐ 942 emp. ☐ Subtotal ☐ Correction ☐ Void ☐
6
7 Advance EIC payment
8 Employee's social security number 449-00-0098
9 Federal income tax withheld $ 248.00
10 Wages, tips, other compensation $3500.00
11 FICA tax withheld $214.60

12 Employee's name, address, and ZIP code
Vickie Watson
1572 Popular Avenue
Long Beach, CA 90811

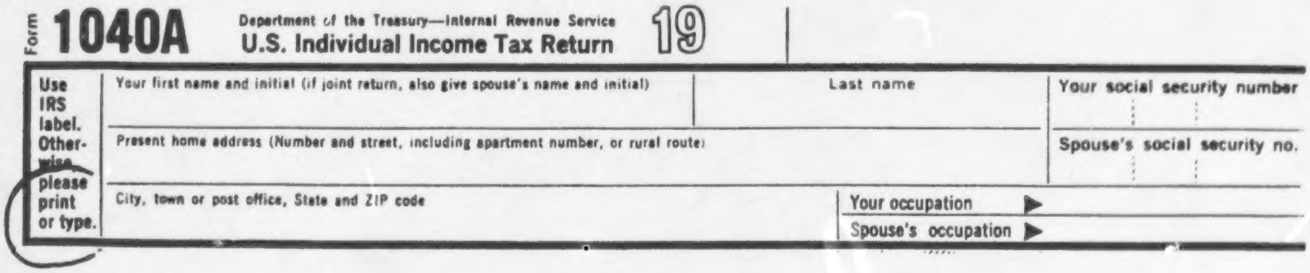
13 FICA wages $3500.00
14 FICA tips
16 Employer's use
17 State income tax
18 State wages, tips, etc.
19 Name of State
20 Local income tax
21 Local wages, tips, etc.
22 Name of locality

Form **W-2 Wage and Tax Statement** Department of the Treasury Internal Revenue Service

Activity # 93 continued page 3 Name ______________________________

1. Using the information provided about Vickie Watson, complete the tax identification part of the Form 1040A.

Note: Each taxpayer receives a packet of tax forms and instructions in the mail each year. The mailing label from this packet is usually used to complete the tax identification portion of the form. Since this is the first time Vickie has filed a return, she needs to complete this section as directed on the form. In the space for occupation, you should put student/cashier.



Form **1040A** Department of the Treasury—Internal Revenue Service **U.S. Individual Income Tax Return** 19

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial)

Last name

Your social security number

Present home address (Number and street, including apartment number, or rural route)

Spouse's social security no.

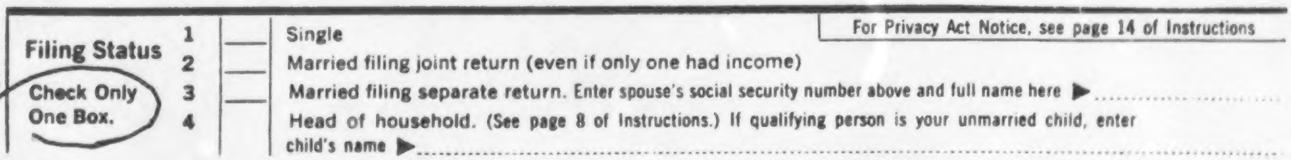
City, town or post office, State and ZIP code

Your occupation ▶

Spouse's occupation ▶

NOTE

2. Following the directions on the 1040A, complete the filing status section.



For Privacy Act Notice, see page 14 of Instructions

Filing Status

Check Only One Box.

1 ☐ Single

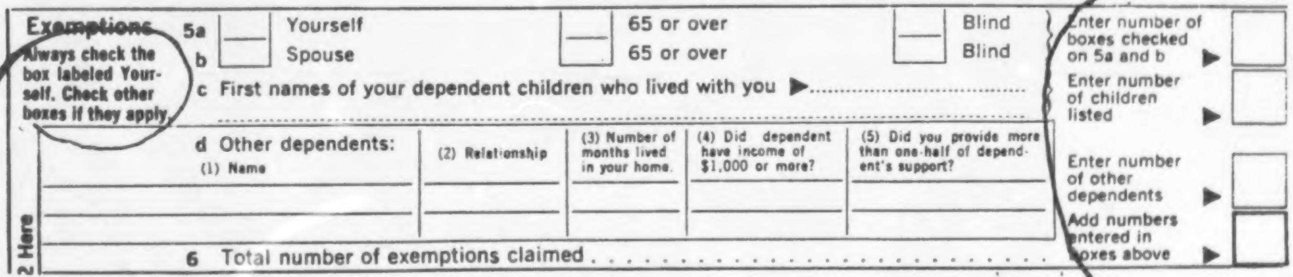
2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separate return. Enter spouse's social security number above and full name here ▶ ....

4 ☐ Head of household. (See page 8 of Instructions.) If qualifying person is your unmarried child, enter child's name ▶ ....

NOTE

3. Complete lines 5 and 6, the exemption portion of the 1040A.



Exemptions

Always check the box labeled Yourself. Check other boxes if they apply.

5a ☐ Yourself ☐ 65 or over ☐ Blind

b ☐ Spouse ☐ 65 or over ☐ Blind

Enter number of boxes checked on 5a and b ▶ ☐

c First names of your dependent children who lived with you ▶ ....

Enter number of children listed ▶ ☐

d Other dependents:

(1) Name	(2) Relationship	(3) Number of months lived in your home.	(4) Did dependent have income of $1,000 or more?	(5) Did you provide more than one-half of dependent's support?

Enter number of other dependents ▶ ☐

6 Total number of exemptions claimed . . . .

Add numbers entered in boxes above ▶ ☐

2 Here

NOTE

NOTE

Note: If you are a dependent of another taxpayer, such as your father, he may claim an allowance for your exemption as a dependent; and you may also claim an allowance for your exemption. Your father is allowed to claim your exemption on his income tax return, and you are also allowed to claim your exemption on your return.

Activity #93 continued page 4 Name ______________________

4. Using the W-2's on page 2 of this activity, compute Vickie's total wages and Federal Income taxes withheld.

	Wages	Federal Withholding
- Allen's Supermarket	________	________
- A&D Auto Parts	________	________
- Total for the year	________	________

5. Enter Vickie's total wages on line 7 of the 1040A below.

6. Enter Vickie's total withholding on line 12b of the 1040A below.

7. Enter Vickie's interest income on line 8.

8. Following the directions on the 1040A, enter the proper figures on lines 11 and 13 of the 1040A.

Please Attach Copy B of Forms W-

NOTE

NOTE

7	Wages, salaries, tips, etc. *(Attach Forms W–2. If you do not have a W–2, see page 10 of Instructions)*			7	
8	Interest income *(See pages 4 and 10 of Instructions)*			8	
9a	Dividends .... *(See pages 4 and 10 of Instructions)* **9b** Exclusion .... Subtract line 9b from 9a			9c	0
10a	Unemployment compensation. Total amount received			▨	
b	Taxable part, if any, from worksheet on page 11 of Instructions			10b	0
11	Adjusted gross income *(add lines 7, 8, 9c, and 10b). If under $10,000, see page 2 of Instructions on "Earned Income Credit"*			11	
12a	Credit for contributions to candidates for public office. *(See page 11 of Instructions)*	12a	0	▨	
	IF YOU WANT IRS TO FIGURE YOUR TAX, PLEASE STOP HERE AND SIGN BELOW.			▨	
b	Total Federal income tax withheld *(If line 7 is more than $22,900, see page 12 of Instructions)*	12b		▨	
c	Earned income credit *(from page 2 of Instructions)*	12c	0	▨	
13	Total *(add lines 12a, b, and c)*			13	

9. The tax instructional booklet contains a number of tax tables. To determine Vickie's tax liability, check the appropriate table to use from the following. See question # 2 on page 3 of this activity for filing status.

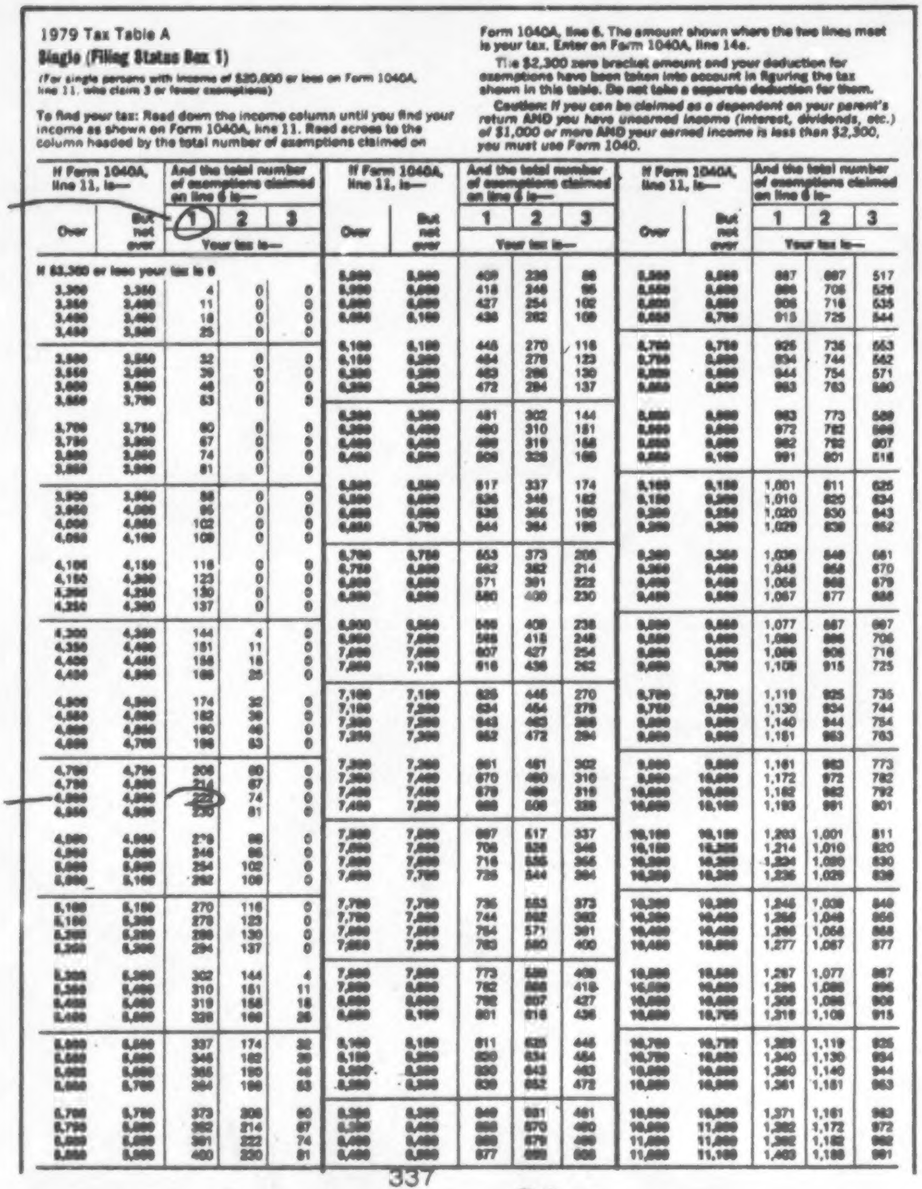
- ______ Tax Table A Single (Filing Status Box 1)
- ______ Tax Table B Married Filing Joint Return (Filing Status Box 2)
- ______ Tax Table C Married Filing Separate Return (Filing Status Box 3)
- ______ Tax Table D Head of Household (Filing Status Box 4)

Activity # 93 continued page 5 Name ______________________________

Because Vickie is single, you will use Table A, shown on this page, to determine her tax liability. Vickie's total gross income from line 11 of the 1040A should be $4806. If you do not have this figure on line 11, re-check your work before continuing. On the chart below the amount of $4806 falls between $4800 - $4850 as shown. Vickie claimed 1 exemption (line 6 of the 1040A). Look in the column headed 1 exemption to find her tax liability. The amount of Vickie's tax liability is $222.

10. Enter the tax liability figure on line 14a of the 1040A on the next page.

11. Following the directions on the form, enter the proper figure on line 15.



1979 Tax Table A

Single (Filing Status Box 1)

(For single persons with income of $20,000 or less on Form 1040A, line 11, who claim 3 or fewer exemptions)

To find your tax: Read down the income column until you find your income as shown on Form 1040A, line 11. Read across to the column headed by the total number of exemptions claimed on Form 1040A, line 6. The amount shown where the two lines meet is your tax. Enter on Form 1040A, line 14a.

The $2,300 zero bracket amount and your deduction for exemptions have been taken into account in figuring the tax shown in this table. Do not take a separate deduction for them.

Caution: If you can be claimed as a dependent on your parent's return AND you have unearned income (interest, dividends, etc.) of $1,000 or more AND your earned income is less than $2,300, you must use Form 1040.

If Form 1040A, line 11, is— Over / But not over — And the total number of exemptions claimed on line 6 is— 1 2 3 — Your tax is—

If $3,300 or less your tax is 0

NOTE

NOTE

Activity # 93 continued page 6 Name ______________________

NOTE

Payment Here

14a Tax on the amount on line 11. *(See Instructions for line 14a on page 12; then find your tax in the Tax Tables on pages 15–26.)*	14a		
b Advance earned income credit payments received *(from Form W-2)*	14b	0	
15 Total *(add lines 14a and 14b)*			15

12. Answer the following review questions:

a. Vickie's adjusted gross income (line 11) was . . . . $__________

b. Total Federal Withholding (line 12b) was . . . . $__________

c. Vickie's total tax liability for the year (line 15) was. . . . . $__________

13. Will Vickie receive a tax refund? Yes _____ No _______

14. Does Vickie owe on her tax liability? Yes _____ No _______

15. Complete lines 16 or 17 of the 1040A.

Attach

16 If line 13 is larger than line 15, enter amount to be **REFUNDED TO YOU** . . . . ▶	16	
17 If line 15 is larger than line 13, enter **BALANCE DUE.** Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number on check or money order . ▶	17	

16. Sign Vickie Watson name and use today's date.

Please Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Your signature ______ Date ______ ▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Paid Preparer's Information

Preparer's signature and date ▶ ______ Check if self-employed ▶ ☐ Preparer's social security no.

Firm's name (or yours, if self-employed) and address ▶ ______ E.I. No. ▶ ZIP code ▶

If you answered the questions regarding Vickie Watson correctly and without much difficulty, you should be ready to complete your own tax return. See page 7 of this activity for a check list of items you will need.

Activity # 93 continued page 7 Name ______________________________

Check List

______ W-2 forms from each employer

______ Information regarding total wages, etc., same as check stub totals

______ Other W-2 information correct - name, social security number, etc.

______ Three copies of W-2

Was money withheld for federal income tax? Yes _____ No ________

Was money withheld for California State Income Tax? Yes _____ No ______

Do I need to file a federal income tax return? Yes ______ No _____

Do I need to file a state income tax return? Yes _____ No _______

_______ Have 1040A forms for the correct year.

_______ Have instructional booklet for correct year

_______ Have "Understanding Taxes" guide from teacher/coordinator

After completing 1040 A -

_______ Did you check your figures?

_______ Did you check your math?

_______ Did you use the correct lines?

_______ Did you sign and date the 1040A form?

_______ Do you have the right address and envelope to mail return?

_______ Did you have a mailing label to use?

_______ Did you keep a copy for yourself?

_______ Have you included copy B of your W-2 form with your return?

Activity # 94 TITLE: Checking Your Paycheck

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who find deductions from their paychecks puzzling. (# 34)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete assignment.

Main Idea

To help people see the importance of checking the figures and deductions from each of their paychecks

Employer Participation

Ask employers how an employee can check the figures on a paycheck.

Coordinator Notes

Activity # 94 Name ____________________

TITLE: Checking Your Paycheck

Mistakes are made every day. One could easily be made on your paycheck. Therefore, you should know how to check your own paycheck in order to assure yourself that you are not being shortchanged or that you are not cheating yourself out of money you have earned.

For each paycheck you receive, check the following information:

- The spelling of your name
- Your address
- Your social security number
- The dates of your pay period
- Your rate of pay
- Total gross pay earned for the pay period
- The deductions and the amount of each deduction
- The total amount of your deductions
- Your net pay

Directions: Answer the following questions using your latest paycheck stub:

Ia. Is your name spelled correctly? Yes _____ No _____

Ib. Is your address correct? Yes _____ No _____

Ic. Is your social security number correct? Yes _____ No _____

If you answered any of the above questions no, then you should contact the appropriate person at your business.

2. What dates made up your last pay period?

From ____________________ to ____________________

3. What was your rate of pay during this pay period? ____________________

4. How many hours do you figure you worked during this pay period?

_______________ hours.

Activity # 94 continued page 2 Name ______________________________

5a. How much do you figure you made during this pay period?

(Number of hours worked x Rate of Pay) $______________________.

5b. How much was your gross pay on your paycheck stub? $_______________.

5c. Are the figures in 5a and 5b above the same? Yes _____ No _________.

5d. If the figures are the same, you can assume your paycheck was correct. If the figures are different, re-check your information. Once you have re-checked the information, place a check (✓) in the space provided.

- Did you have the correct dates for the payperiod? re-checked _______
- Did you have the correct amount of hours? _______
- Is your rate of pay correct? _______
- Did you multiply correctly? _______

If after re-checking the above information your gross pay on the paycheck is still different from what you figured you made, you should contact an appropriate person at your place of business.

6a. From the information on your paycheck stub, list your payroll deductions and the amount of each deduction.

- Federal Income Tax	$ ____________________
- California Income Tax	____________________
- FICA Tax	____________________
- SDI Tax	____________________
Other Deductions:	
- ______________________	____________________
- ______________________	____________________
- ______________________	____________________
Total Deductions	$ ____________________

6b. Are the amounts deducted reasonable? Yes ______ No __________

Activity # 90 provides you with the information on how to determine the amount of deductions.

Activity # 94 continued page 3 Name ______________________________

6c. Are the amounts deducted similar to the amounts on your other paycheck stubs? Yes ______ No _________.

The amounts deducted may differ slightly each pay period depending on the amount of gross income you earned during the pay period.

6d. Were the deductions in question 6a added correctly? Yes _____ No _____

If the answer to any of the above questions is no, then you should contact the appropriate person at your business.

7a. Re-check your net pay from the following information:

- Gross pay on your paycheck stub $ ________________
- Total deductions from paycheck stub – ________________
- Net Pay ________________

7b. Was your net pay figured correctly? Yes _____ No ______

If your net pay is not correct, then contact the appropriate person at your business.

8. Who is the appropriate person at your business to contact if you feel a mistake has been made on your paycheck or if you wish additional information about your paycheck? ____

____

Appendix A

This is a landmark document. For the first time, it defines - in a meaningful and operational sense - the term "WORK EXPERIENCE EDUCATION." The need to emphasize the word "Education" as well as the term "Work Experience" in a single definition has been with us for years. This document, for the first time in history, does that job. Moreover, it does it in a magnificent fashion.

There are several things I very much like and completely endorse here. First, one of the most appealing things to me is that, throughout, the emphasis is centered squarely on student performance - not on time required to reach a particular level of performance. If there is any "new wave" in Education that we should agree is badly needed at the present time, it is in this area. This document is exemplary in its emphasis on student need and student performance.

Second, I am very impressed with the sound rationale behind the EMPLOYMENT CYCLE concept found in this document. Certainly, given skills required to complete this cycle, students will be in a position to make use of all of these skills at multiple times in their lives. It is a no-nonsense, logical approach that should have been emphasized years ago.

Third, this document clearly answers any who doubt whether Work Experience Education deserves to be an integral part of the total set of educational offerings made available to students. One could, of course, question whether "work experience" can be so justified. On the other hand, with the educational emphasis found in this publication, there is no doubt but that a sound rationale has been presented for including Work Experience Education in the school curriculum.

Fourth, it is especially gratifying to me to observe how neatly Work Experience Education, as defined and operationalized here, fits into the framework of implementing career education. The way the work experience education concept is presented here convinces me that it should be given very serious consideration for use by all those charged with implementing career education efforts. Career education's implementation will surely be enhanced by those who adopt and use this model.

Finally, this document stands as an exciting and graphic illustration of what, in my opinion, is true professionalism in action. Al Matto, Homer Sweeney, and Bill Mathiasen are professional persons in every respect. Their high degree of dedication and commitment to making things better for youth is clearly illustrated throughout this publication. So, too, is their innovativeness and creativity.

I have learned much and profited greatly from studying this publication. I strongly recommend it to all others concerned about helping students solve work/education relationship problems.

Kenneth B. Hoyt, Director
Division of Career Education
U.S. Department of Education

Appendix B

The Work Experience Education Instructional Guide is a process rather than a product. This Guide will aid a coordinator in identifying student's employability needs and selecting appropriate processes and activities to meet these needs.

This Guide contains surveys and evaluations to establish base line information about the students, instructional activities to aid in the student's growth, and instruments to measure student progress.

The entire Guide is a process that is "in line" with the philosophy of Work Experience Education. This philosophy is as follows:

- Work Experience Education is a program and process where our students learn the skills they need to successfully negotiate the world of work.

- The students will gain the attitudes, skills, and knowledge they need to be contributing, developing, and productive employees.

- By learning and experiencing the employment cycle (keeping, leaving, and getting that next job) individuals will always be able to work and, in most cases, will have upward mobility until they have reached a point of personal satisfaction.

Bill Mathiasen
Allen J Matto
Homer Sweeney